

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 who 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 Study in 2013, the College has completed the construction of the Center for Child Development Studies; the Health, Fitness, and Athletics Complex; the Culinary Arts Institute; and the Eagles Landing Student Store, and the Center for Math and Science. In addition, the Media Arts Center is under construction.

In fall 2014 the College served close to 10,400 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 36 cities and communities in the greater Los Angeles area.

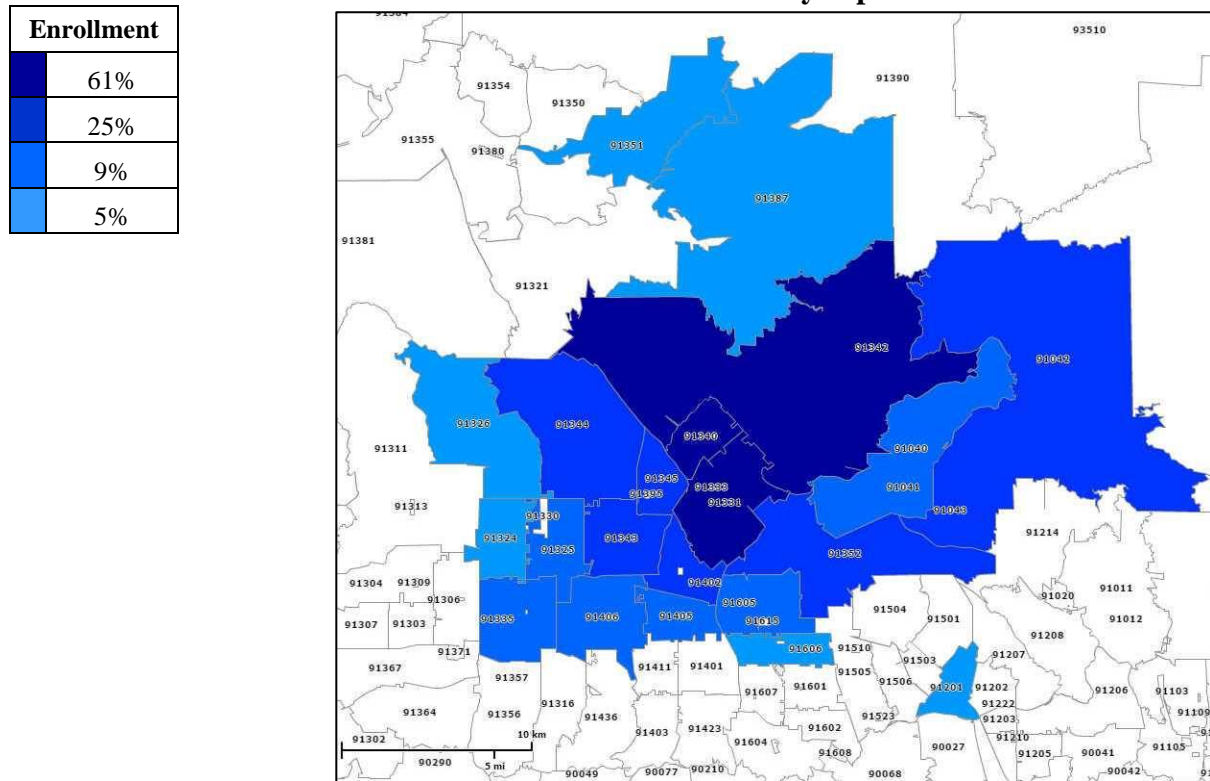
A 2014 study of the College's enrollments found that they were concentrated in a primary service area encompassing nine zip code areas which accounts for nearly 86% of the College enrollment (an approximate ten-mile radius around the College). Nearly 95% of enrollment is drawn from an extended area that includes the primary service area and an additional twenty-two zip codes. In 2013, the primary service area encompassed a population base of over 225,000 residents. Figure 1 displays fall 2014 enrollment density in the College's service area. The socioeconomic characteristics of the College's service area was derived using the 2013 American Community Survey Estimates.

Population data for 2013 shows that the College's primary service area is predominantly Hispanic (82.7%), but also displays significant diversity, being 3.5% Black, 4.9% Asian/Pacific Islander, and 8.3% White. In comparison, the population in Los Angeles County is 48.3% Hispanic, 8.3% Black, 14.1% Asian, and 27.0% White.

The 2013 Census data indicates that 22.1% of the primary service area population reported that English was the only language spoken at home whereas 77.9% reported Language other than English spoken at home. Moreover, nearly 34.3% of the population indicated that they spoke English less than "very well." By comparison, 43.3% of the Los Angeles County population reported that English was the only language spoken at home, while 56.7% spoke a language other than English, and 25.5% 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 contrast, median household income in Los Angeles County was \$54,529, while the average income was \$80,682.

Also, on the basis of 2013 Census data, the primary service area is characterized by relatively lower levels of educational attainment in comparison to Los Angeles County. For the population 25 years old and over, 41.9% had less than a high school education compared to 23.1% for Los Angeles County. More significantly, only 20.8% of the primary service area population had attained an associate degree, whereas for Los Angeles County this figure was 26.4%. Furthermore, 12.2% of the primary service area population has attained a Bachelor's degree or higher, whereas for Los Angeles County this figure was 30.1%

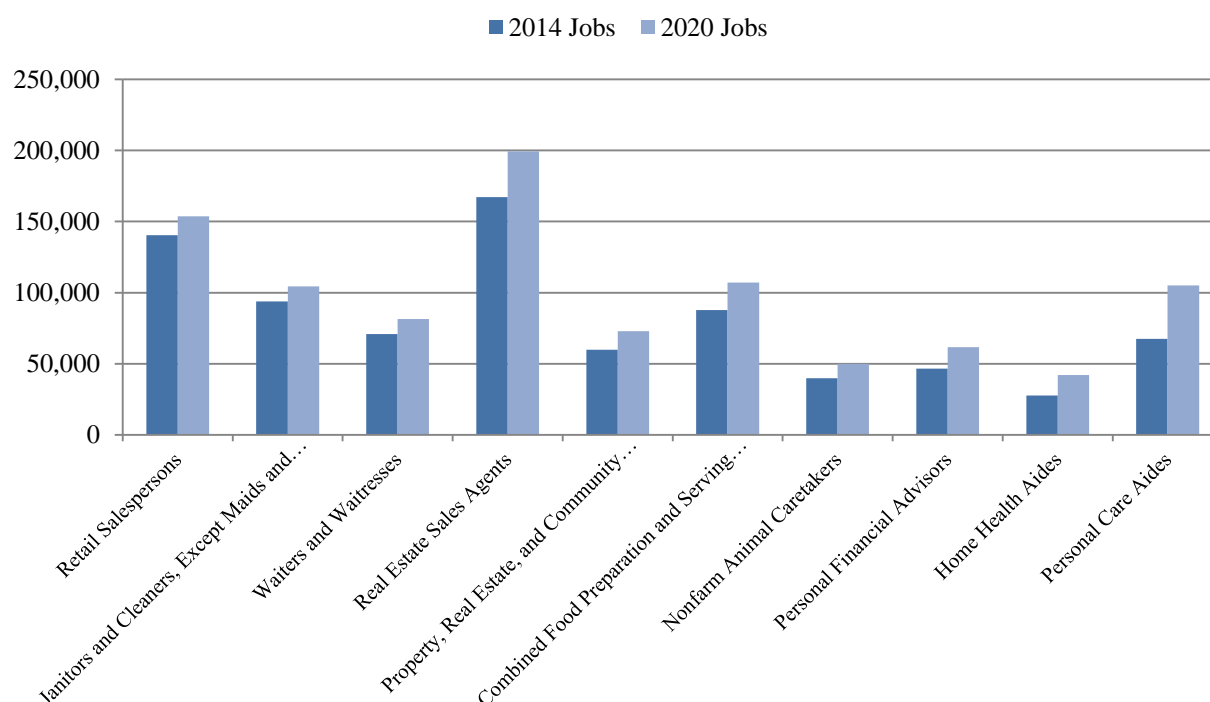
FIGURE 1: Fall 2014 Enrollment by Zip Code



Labor Market

The fastest growing occupations in Los Angeles County for 2014 are Real Estate Sales Agents & Retail Sales Persons, but their expected growth change for 2020 is only 19% and 9% respectively. On the other hand the jobs with the higher percentage change in growth for 2020 are Personal Care Aides, Home Health Aides, and Personal Financial Advisors with a percentage change of 56%, 52% and 33% respectively. The jobs with less percentage change for 2020 are Retail Salespersons; Janitors and Cleaners (except Maids and Housekeeping Cleaners; and Waiters and Waitresses, with a percentage change of 9%, 11% and 15% respectively.

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



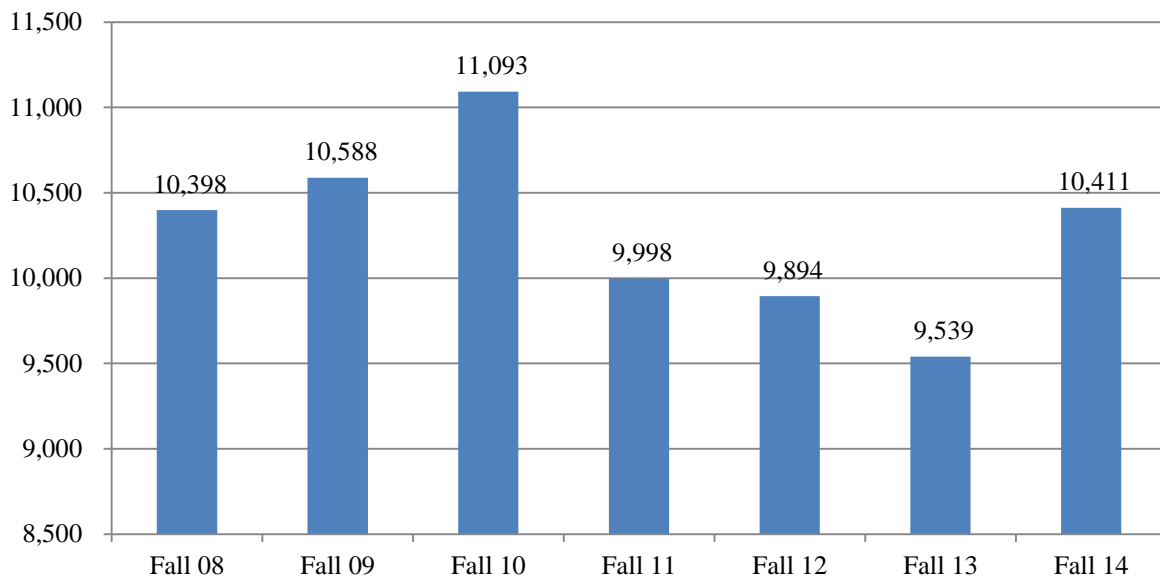
Enrollment and FTES

In fall 2014 the College served a total of 10,411 credit students (Figure 3), a 6% decline from its peak enrollment of 11,093 in fall 2010. In fall 2006 the credit headcount was 7,562 and it increased every year thereafter until fall 2010. In spring 2011 enrollment began to decline due to workload and budget reductions. This decrease has primarily impacted new students admitted to the College due to the District's registration priority policy, which benefits students with more earned units.

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 2009-10 at 7,245 (Table 1). Again due primarily to state budget cuts, the College's total FTES declined to 6,043 in 2012-13, but began to increase in 2013-14 to 6,228. Figure 3 illustrates that the credit headcount also followed a similar pattern, peaking in fall 2010 and declining thereafter until fall 2014.

The College increased its average classroom size (ACS) from 30.8 in 2007-08 to 43.4 in 2011-12, but began to decrease since then and it was 36.5 in 2013-14 (Table 1). Weekly Student Contact Hours per Full-Time Equivalent Faculty (WSCH/FTEF) increased from 452 in 2007-08 to 670 in 2010-11, but it has been declining since then to 640 in 2013-14. The number of FTEF peaked in 2007-08 and has declined steadily since then.

FIGURE 3: LAMC Credit 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

Student Characteristics

Changes in the student population between fall 2008 and fall 2014 are evident from an examination of current and historical data on student characteristics. Student characteristics data can be found at the LAMC Institutional Research Web site:

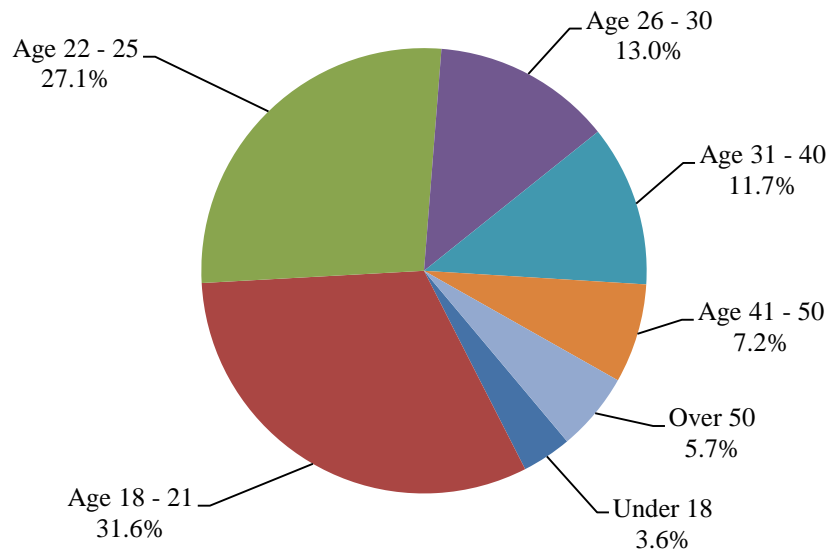
<http://www.lamission.edu/irp/characteristics.aspx>.

Age

The age distribution of the College population remains concentrated in younger age groups between the ages of 18 to 25 (58.7%). The percentage of students in the 18 to 21 age group decreased from its peak of 42.4% in fall 2011 to 31.6% in fall 2014, and the proportion of students in the 22 to 25 age group has been steadily increasing from 16.0% in fall 2008 to 27.1%

in fall 2014. There was also a percentage increase of students in the 26 to 30 age group from 9.5% in fall 2008 to 13.0% in fall 2014. On the other hand, primarily as a result of budget driven reductions in course offerings, there was a steep decline in concurrently enrolled high school students from 17.4% in fall 2008 to 3.6% in fall 2014.

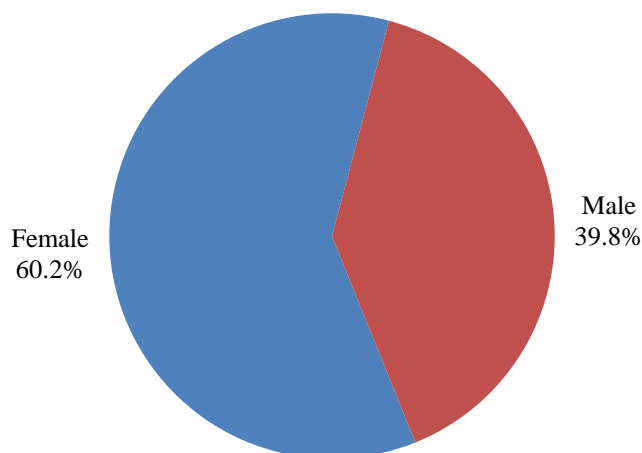
FIGURE 4: Age Distribution of Credit Students, Fall 2014



Gender

The College's gender distribution changed from fall 2008 with the percentage of male enrollment increasing from 37.5% in fall 2008 to 39.8% in fall 2014. 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.

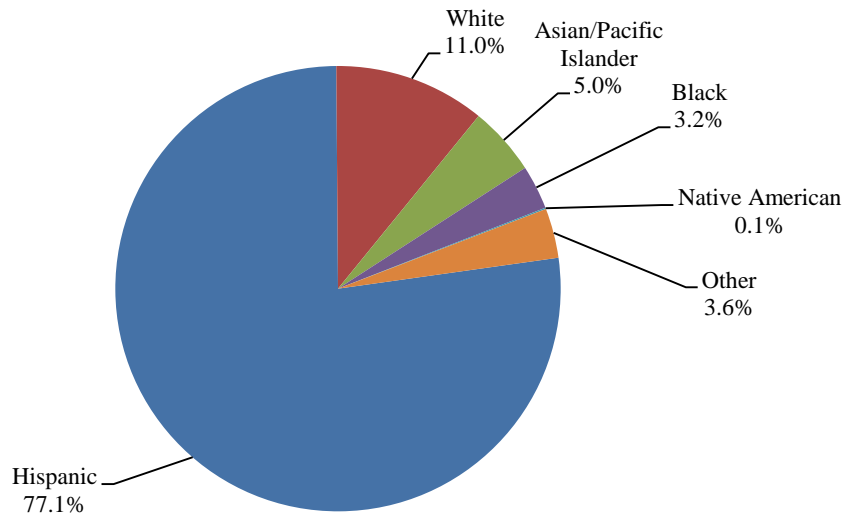
FIGURE 5: Gender Distribution of Credit Students, Fall 2014



Ethnicity

The ethnic composition of the student population has shifted slightly since fall 2008. The proportion of Black students has declined slightly from 4.3% in fall 2009 to 3.1% in fall 2014, while the percentage of Asian/Pacific Islander students has declined from 7.6% in fall 2011 to 5.0% in fall 2014. In contrast, the proportion of white students increased from 9.1% in fall 2008 to 11% in fall 2014. The proportion of Hispanic students, the largest ethnic group, also increased from 68.8% in fall 2009 to 77.1% in fall 2014.

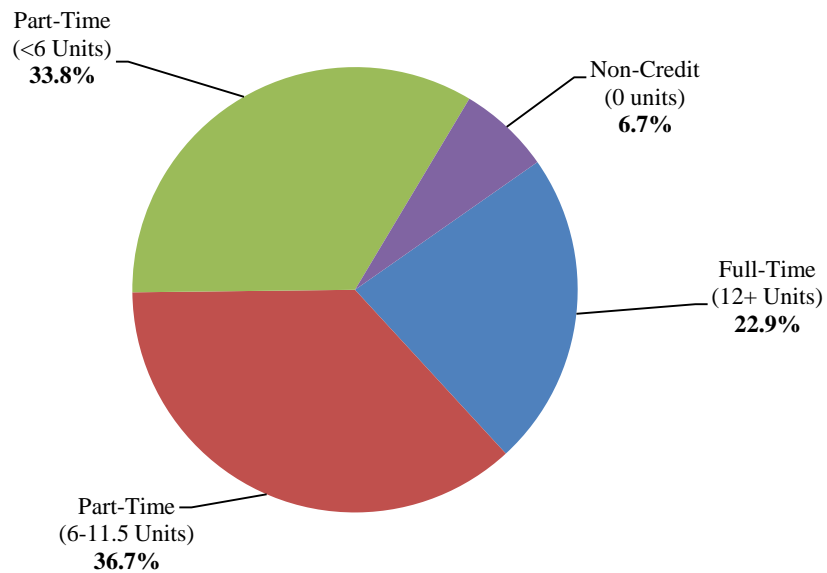
FIGURE 6: Ethnic Distribution of Students, Fall 2014



Unit Load

Over the period fall 2012 to fall 2014, the proportion of full time students (enrolled in 12 units or more) decreased slightly from 26.4% to 24.5%, while the proportion of part-time students (enrolled in less than 12 units) increased from 73.6% to 75.5% over the same time period. Since average unit load remained relatively stable over this period, these changes were likely the result of the increasing proportions of younger students (who typically take higher average unit loads) and the decline in concurrently enrolled students (who typically take lower average unit loads).

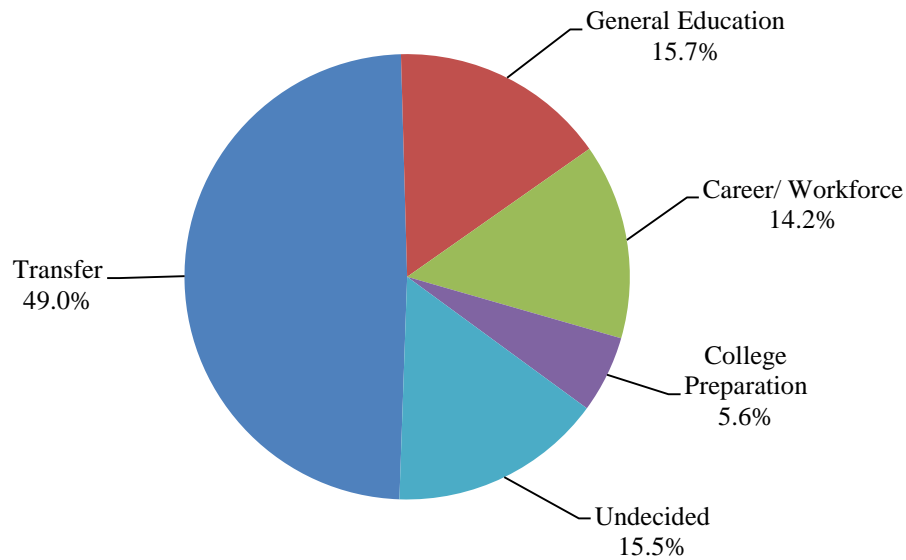
FIGURE 7: Unit Load Distribution of Credit Students, Fall 2014



Educational Goal

The proportion of LAMC students who have declared a Career/Workforce goal (such as pursuit of a Career Technical Education degree or certificate or preparing for a new career goal) declined from 23.9% in fall 2008 to 14.2% in fall 2014. By contrast, the proportion of students declaring a transfer-related goal has increased significantly from 29.8% to 49.0% over this 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 12.5% in fall 2008 to 5.6% in fall 2014. Similarly, there has been a decline in the proportion of students who have not declared an educational goal (undecided), decreasing from 26.5% to 15.5% over this same period. The percentage of students who have declared a general education goal (such as obtaining an associate degree without transfer or personal enrichment) increased from 7.2% to 15.7% over this same period.

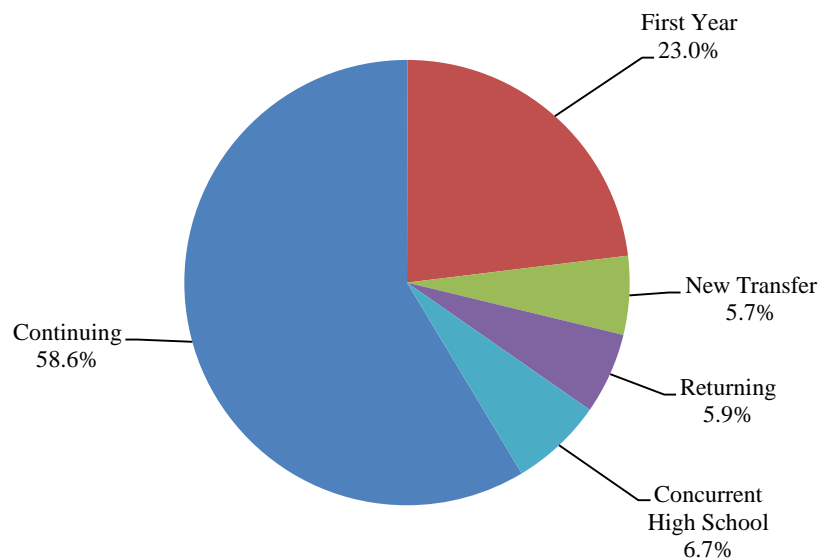
FIGURE 8: Educational Goal of Credit Students, Fall 2014



Entering Status

There has been an increase in First Year Students, from 17.6% in fall 2011 to 23.0% in fall 2014, while continuing students have also increased steadily from 52.8% in fall 2008 to 58.6% in fall 2014. On the other hand, Concurrent High School enrollment has decreased significantly from 12.3% in fall 2008 to 6.7% in fall 2014. This is a result of less class offering at high schools due to budget cuts. Transfer students have also decreased from 9.2% in fall 2009 to 5.7% in fall 2014, while returning students decreased from 9.0% in fall 2010 to 5.9% in fall 2014.

FIGURE 8: Entering Status of Credit Students, Fall 2014



Economic Resources and Financial Aid

Despite the economic downturn that began in 2008, LAMC students still devote a significant amount of time to employment while they are attending the College. In Approximately 15% of students work 40 or more hours per week while another 26% work between 20 and 39 hours per week. LAMC students rely heavily on financial aid with approximately 62% of all enrolled students receiving some form of financial aid (fee waiver, state, or federal grants) in the 2014-15 academic year; this figure was nearly 86% for full-time students.

Faculty and Staff Composition

The number of regular full-time instructional faculty increased from 84 in fall 2012 to 89 in fall 2015 as a result of hired faculty to address the LACCD's Faculty Obligation. Over this same period, the total number of adjunct instructional faculty increased from 248 to 278.

The total number of college employees (which includes temporary employees and student employees) was 693 in December 2012 compared to 784 in September 2015, a 13.1% increase. On a headcount basis, the total number of employees at LAMC fall 2015 consisted of 89 regular contract faculty, 278 adjunct faculty (including non-teaching faculty), 162 (classified) non-instructional staff, 10 academic administrators, and 245 unclassified employees.

In terms of gender 60% of all employees were female compared to 57% in fall 2012. The ethnic distribution for fall 2015 was 37.7% White, 26.0% Hispanic, 9.3% Asian/Pacific Islander, 7.1% Black, and 19.9% Unknown.

B. 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. In addition, LAMC has also set a standard for course retention as it is an achievement measure that is typically considered with course success.

In order to arrive at suitable definitions of 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 EPC, which recommended that the proposed standards be forwarded without changes for approval. The proposed standards received approved from the Academic Senate on 12/5/2013, and final approval from the College Council on 12/19/2013.

The institution-set standards are reviewed annually by a sub-committee 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 Sub-Committee 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 five-year targets or stretch goals to increase the course completion rate to meet or exceed the LACCD District-wide average by 2020 (currently LAMC is one percent below the average) and to maintain current course retention rates so that they do not fall below the minimum standards.

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 number of degrees per student from 1.75 to 1.5.

The College also recognizes that transfer rates and transfer time are below the State average and is prioritizing resources to shorten transfer time and increase transfer rates.

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 xfer	407 (2014-15)	332 (2013-14)	213 (2012-13)	317
Job Placement Rates	Percent of completers employed in the year following program completion	50%	65%	59%	N/A	N/A	N/A

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 the number of students who receive passing grades (A, B, C, or P) divided by the number of students enrolled at census.

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

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

II. Course Retention

- Approved Institution-Set Standard: 64.0%
- Target: maintain current course retention rates

The course retention rate is the number of students who remain in the course after the no-penalty drop date (i.e., did not drop the course), divided by the number of students who were enrolled in the course at census.

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

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

III. Persistence

- Approved Institution-Set Standard for *fall-to-fall persistence*: 48.0%
- Five-Year Target: be at or above the LACCD average by 2020

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.

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 Rate	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.

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 Rate	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

LAMC has set institution-set standards for both the total 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.

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

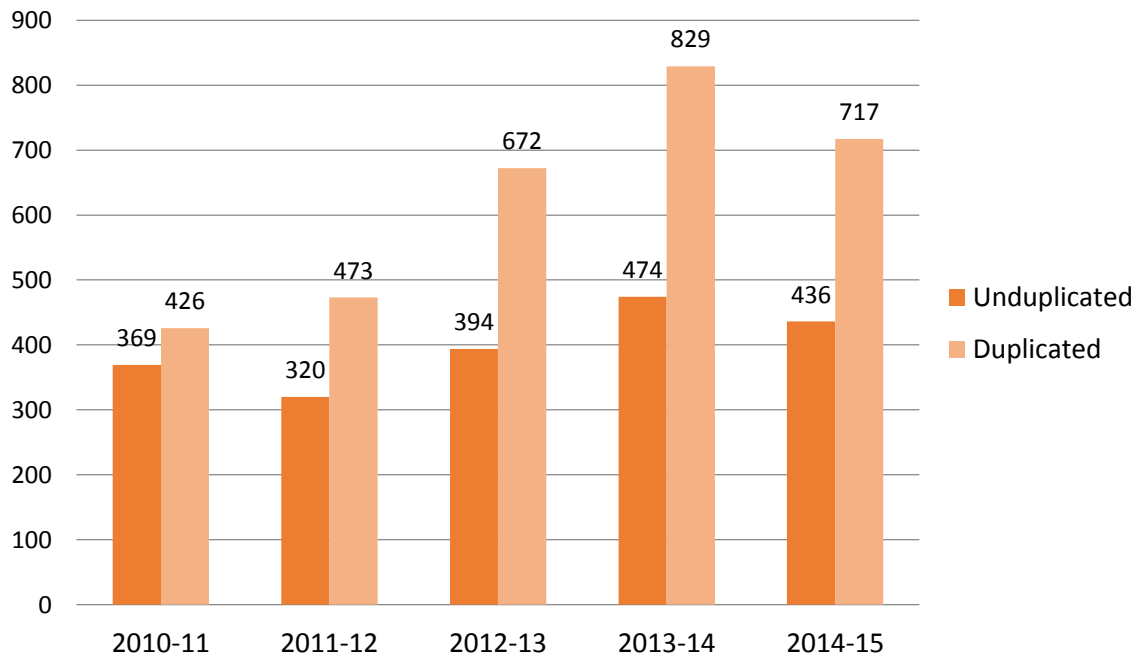


Table IV-B. Students Attaining Degrees by Population Group, 2010-11–2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Students Awarded Degrees	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, 2010-11–2014-15

	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 Technologies	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 Techniques	10	4	15	20	19
Foods and Nutrition	0	1	0	1	0

Table IV-C. Degrees Awarded by Discipline, 2010-11–2014-15 (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 Concentration	0	0	3	4	1
Multimedia: Design for Animation & Interactive Med	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 – 2013-14

	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 other tables due to differing data definitions and time periods.

Certificate Completion

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

LAMC has set institution-set standards for both the total 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).

Table V-A. Certificates Awarded, 2010-11 to 2014-15

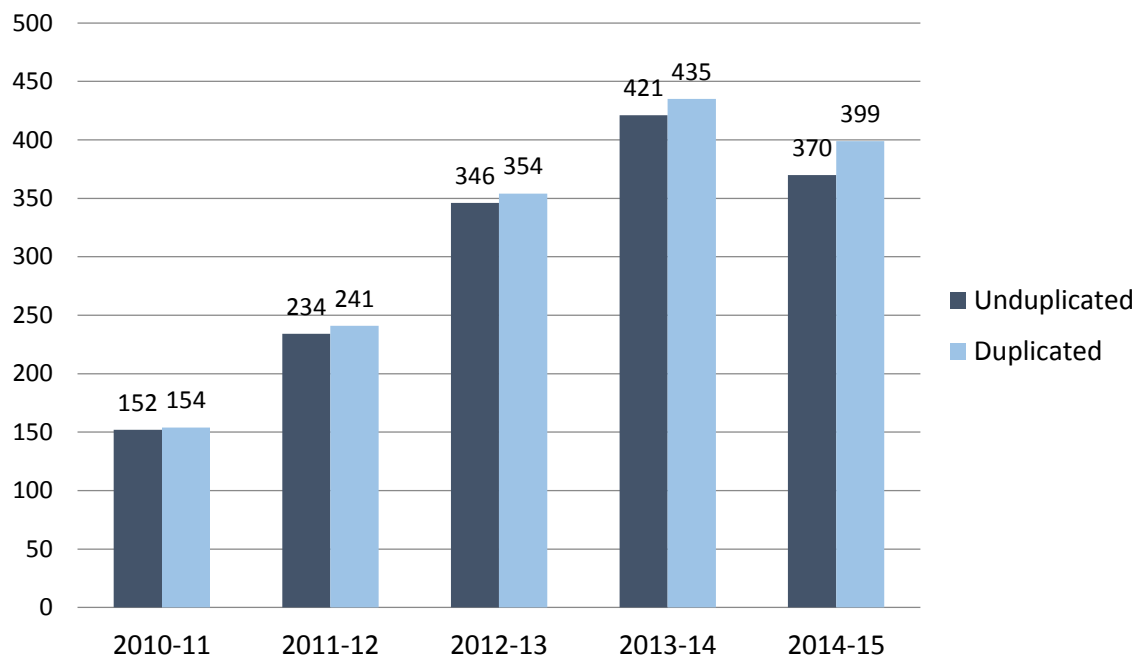


Table V-B. Students Awarded Certificates by Population Group, 2010-11–2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
Total Students Awarded Certificates	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 Discipline, 2010-11–2014-15

	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 Preschool					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 – 2013-14

	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 CCCCCO Data Mart and may differ from the campus-based data reported in other tables due to differing data definitions and time periods.

V. Transfer

- Approved Institution-Set Standard: 205

Transfer to four-year institutions can be measured as a number or as a percentage. LAMC's institution-set standard for transfer refers to the total number of students who transfer to CSU and UC System schools only. It does not include transfers to in-state private and/or out-of-state institutions.

Table VI-A. Transfers, 2009-10 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, 2010-11–2014-15

	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, 2010-11–2014-15

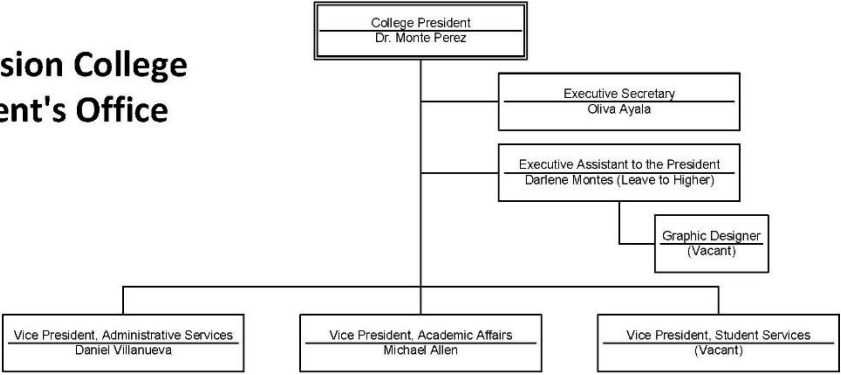
	2010-11	2011-12	2012-13	2013-14	2014-15
Hispanic	76.9%	67.6%	72.7%	73.5%	74.4%
White	3.8%	2.9%	6.1%	8.8%	10.3%
Asian/Pacific Islander	15.4%	23.5%	15.2%	17.6%	5.1%
Black	0.0%	5.9%	6.1%	0.0%	5.1%
Native American	0.0%	0.0%	0.0%	0.0%	2.6%
Unknown	3.8%	0.0%	0.0%	0.0%	2.6%

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

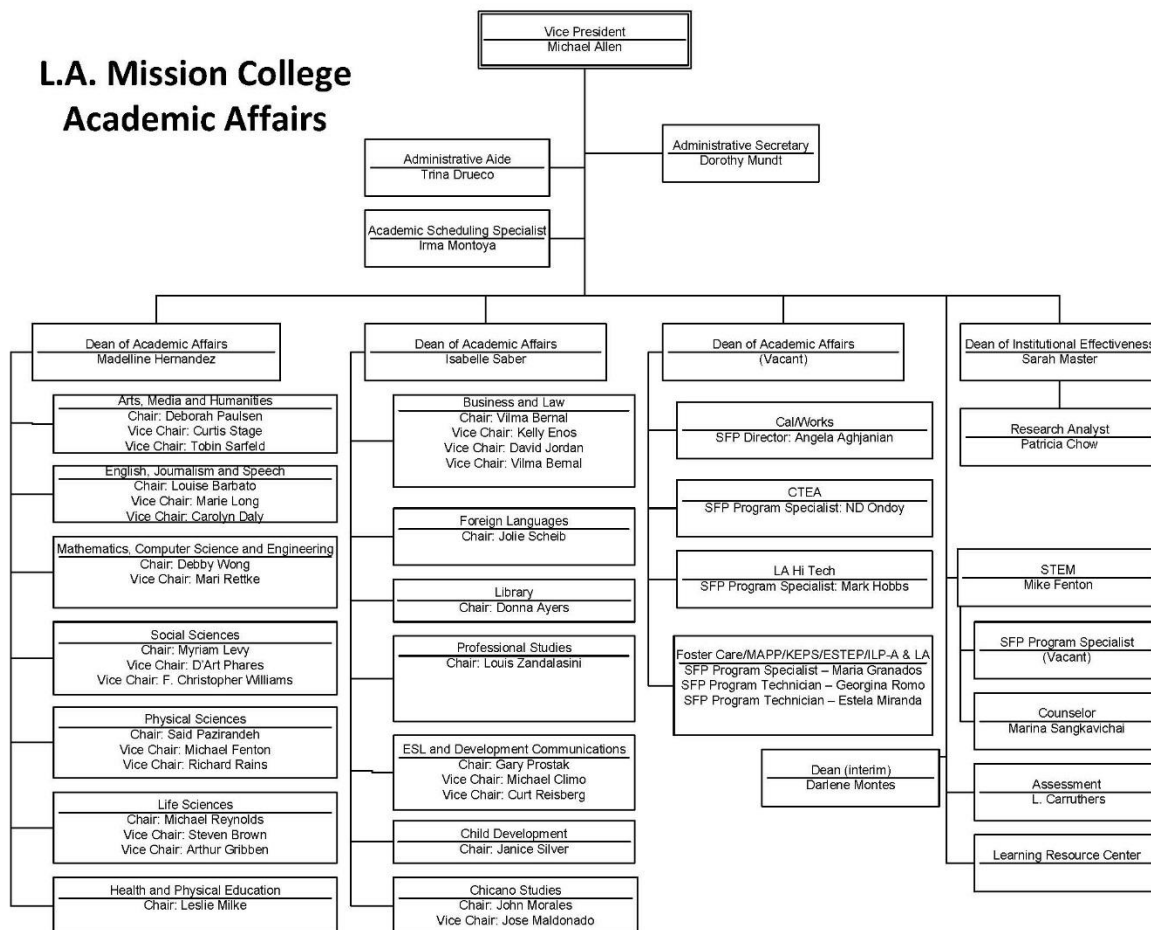
Six-Year Transfer Rate	2006-07 Cohort % transferred by fall 2012	2007-08 Cohort % transferred by fall 2013	2008-09 Cohort % transferred by fall 2014	2008-09 Rank in LACCD	Compared to LACCD Average	Compared to CA State Average
California	40.5%	39.4%	37.9%	-	-	-
LACCD	36.4%	34.8%	27.7%	-	-	-10.2%
Mission	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 other tables due to differing data definitions and time periods.

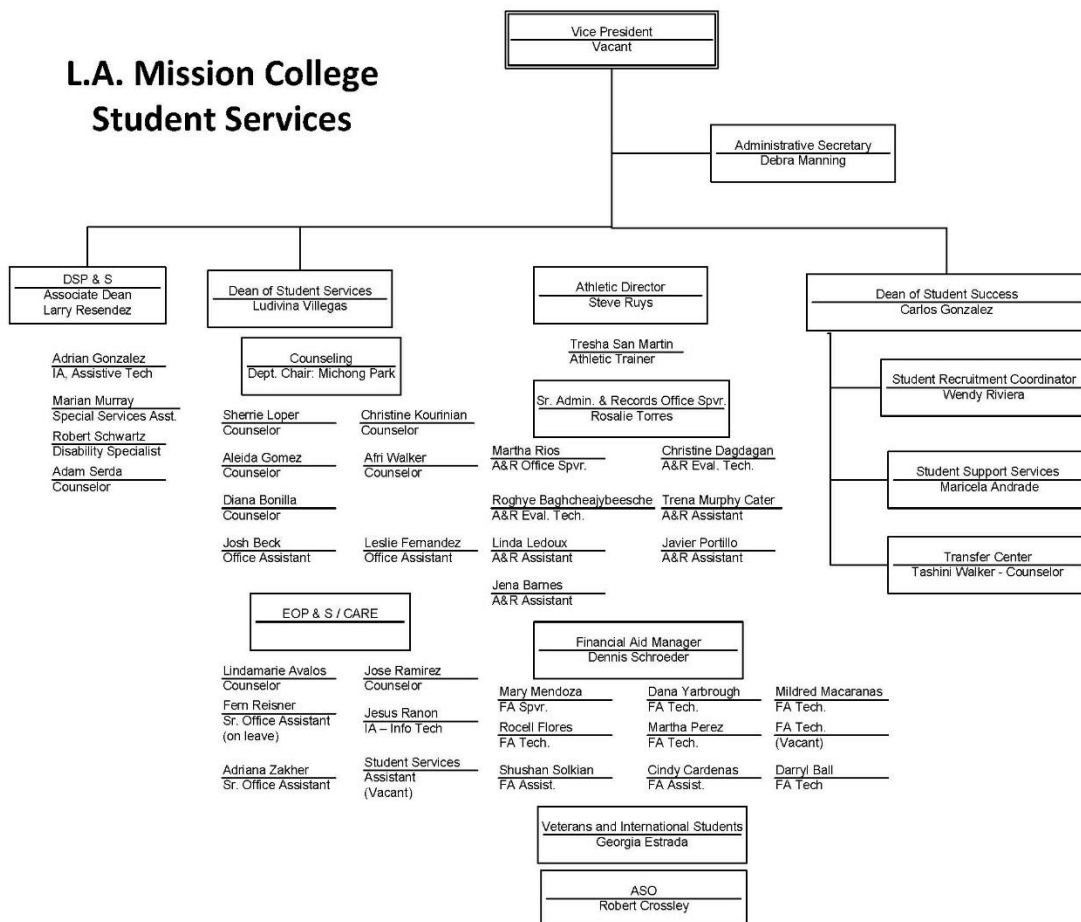
**L.A. Mission College
President's Office**



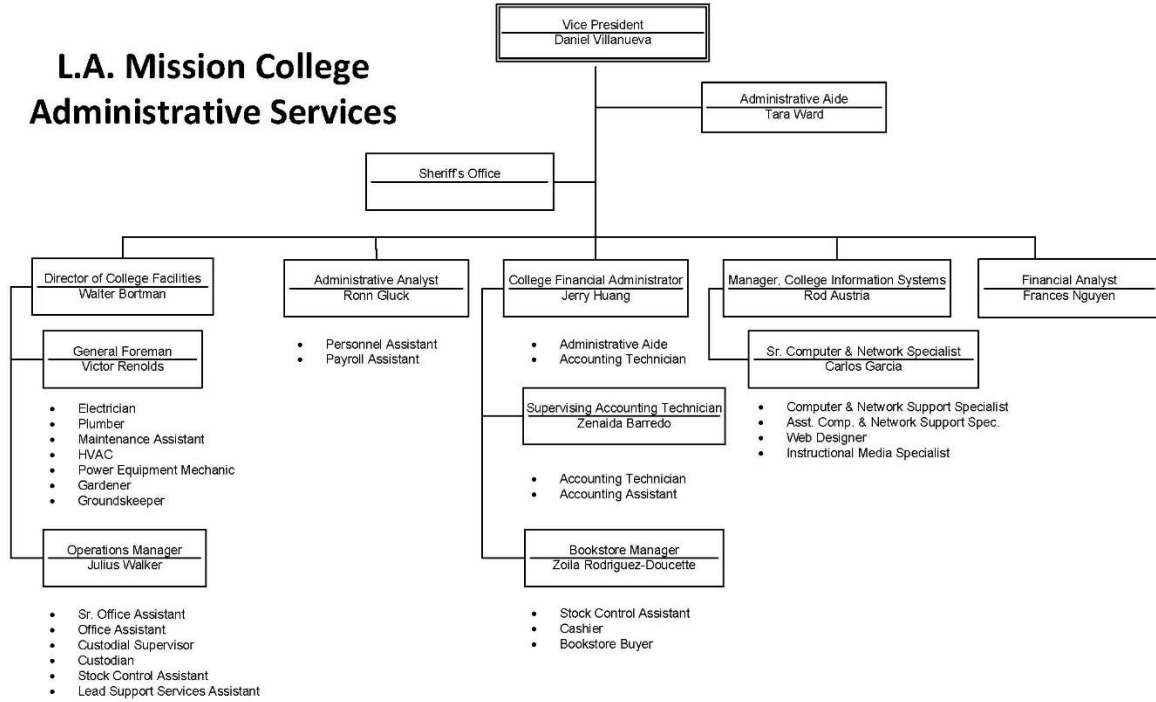
L.A. Mission College Academic Affairs



L.A. Mission College Student Services



L.A. Mission College Administrative Services



CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

(Adopted June 1995; Revised January 1996; Revised January 2004, Edited June 2011)

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 114 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 education 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 Research and Planning. 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 93 associate degree programs and 38 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.

The 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 National Hispanic University (1997-2004), and the Regional Director of Educational Testing Services (1987-1997). Additional experience include 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. It is recommended that the auditor employ as a guide Audits of Colleges and Universities published by the American Institute of Certificated Public

Accountants. An applicant institution must now 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.

6. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

LAMC's educational mission is clearly defined and specifically states the College's commitment to achieving student learning. To clarify the inclusion of distance education and international students in the intended student population, as well as emphasize the College's commitment to student learning and achievement, the mission statement was revised at the College Council Retreat on August 28, 2015. The revised mission statement will go into effect in the 2016-2017 academic year. The previous Mission Statement was approved by College Council on August 13, 2012 and the Board of Trustees on October 17, 2013. The Mission Statement is annually reviewed by the College at the College Council Retreat to ensure that it is current and aligns with the core mission of California Community Colleges.

The Mission Statement is published in the annual College Catalog, on the College Web site, and is widely distributed throughout the College. The Mission Statement guides the six-year planning and assessment cycle and resource allocation process. The Program Review process aligns with the College Strategic Plan and is based on the Mission Statement. In addition, the Educational Master Plan, Facilities Master Plan, Technology Plan, and Human Resources Plan are guided by the Mission Statement. Development of Distance Education opportunities and services is driven by the mission of the College and online courses are developed in support of the Mission Statement.

7. Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the

financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they 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. (Standard IV.C.1, IV.C.4, and IV.C.11)

The Board of Trustees (BOT) is responsible for the educational quality, institutional integrity, and financial stability of the District and ensures the fulfillment of the mission of the nine Los Angeles Community Colleges, as established in the Board Philosophy, Mission, Roles, and Responsibilities. The Board is an independent policy-making body and adheres to its Conflict of Interest Policy (Board Policy Chapter XIV – 14000). Board members have no personal financial interests of any kind in the district or its colleges.

The Board of Trustees is composed of seven members who are elected at large by the voters within the boundaries of the Los Angeles Community College District and one student member who is elected annually by the eligible, currently enrolled student voters of the District. Board members are elected for four-year staggered terms in elections held on the first Tuesday in March of each odd numbered year.

The Board of Trustees approves all courses taught at the institution including online courses.

8. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

The College employs nine administrators and five classified managers to support the College mission and purpose. All administrators and classified managers were selected through an open and competitive process based on educational background and experience in accordance with Los Angeles Community College District hiring policies.

Sufficient staffing has been assured by the budget allocation model approved by the Board of Trustees. The budget allocation model guarantees funding for administrators that is based on college enrollment. Thus Los Angeles Mission College, with enrollment of 10,500 students, has received funding for a president, three vice presidents, and a minimum of four deans. In addition, the budget reallocation model provides funding for maintenance and operations based on square footage. This base funding provides a sound foundation for operation of the College. LAMC continues to identify additional resources to complement the present school funding. For instance, external funding such as federal, state, and other sources provide administrative support for many of the initiatives the College undertakes.

9. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Los Angeles Mission College's degree programs are aligned with its mission, based on recognized higher education fields of study, and sufficient in content and length. The College offers three associate degree options including two plans for associate degrees with specific majors, some aligning with the Transfer Model Curriculum (TMC), and a third option for a Transfer Associate Degree in Liberal Studies. Instructors teach to the standards of their disciplines and honor the official course outline of record, both of which ensure that courses are conducted at levels of quality and rigor appropriate to the degrees offered. Degree and certificate level learning outcomes are included in the 2015-2016 College Catalog.

10. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 of California Administrative code, §55022.5. For each 16-18 hours of lecture each semester, one unit credit is granted; for each 32-36 hours of laboratory with homework each semester, one unit credit is granted; for each 48-54 hours of laboratory work without homework each semester, one unit credit is granted. To meet the full range of student needs, the College schedules for-credit classes in 5, 6, 8, 9, 12, and 16-week semesters. All classes meet for the required number of hours. Required course content is established by the discipline's faculty, approved by the Curriculum Committee of the Academic Senate, and verified through both the Program Review process and faculty evaluation.

11. Student Learning and Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Los Angeles Mission College publicizes its Program Learning Outcomes (PLOs) in the College Catalog which is also available online. In addition, Program Learning Outcomes and their assessment are posted on the College's online Student Learning Outcome (SLO) management system available to all chairs, vice chairs, directors, administrators, and faculty. Furthermore,

SLO resource requests have recently been integrated with the Program Review online system. Through the Program Review process, departmental review and assessment, and the work of the Curriculum Committee, programs are evaluated on a regular basis to determine if students are achieving the stated learning outcomes. Department chairs and instructors who teach within the discipline meet to discuss assessment results and determine program improvements to be implemented to help students achieve at higher levels. Regardless of delivery method, courses and programs must meet requirements established in the course outline of record.

12. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)

Degree and certificate programs require from 18 to 31 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. As part of the general education requirements, students are also expected to demonstrate competency in writing, reading and computational skills in order to receive an associate degree. Institutional Student Learning Outcomes (ILOs) (formally class General Education Learning Outcomes) are stated in the College Catalog and posted online. Achievement of these outcomes is assessed at the course, program, and institutional level. Programs are regularly reviewed for appropriate rigor and quality as part of the annual and comprehensive Program Review process, through SLO assessment, discussion within the Curriculum process and Academic Senate. Regardless of delivery method, all programs are expected to meet the same standards.

13. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

The Los Angeles College Academic Senate Faculty Ethics Statement delineates the primary responsibility of faculty members to support one another and their students in seeking and stating the truth as they see it. The statement emphasizes respect for both students and colleagues in pursuit of academic inquiry and scholarly standards. It acknowledges that faculty members have the rights and obligations of all citizens but that they avoid creating the impression they speak for the College when they speak or act as private citizens.

Faculty and students are encouraged to examine and test all knowledge appropriate to their discipline or area of study. Faculty and students, regardless of mode of delivery, are expected to adhere to college, district, and state guidelines regarding academic freedom.

14. Faculty

The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)

The College employs 89 full-time and 278 adjunct faculty members. Academic faculty are hired in accordance with state minimum qualifications, local and district human resource guides, and all appropriate applicable provisions of the California Education Code and Title 5 of the California Code of Regulations. Faculty are required to participate on college committees, hold office hours, assist with development of SLOs, participate in assessments of SLOs, and the Program Review process. The number of full-time faculty is sufficient in size and experience to support the College's educational programs and mission. Specific duties and responsibilities for full-time faculty are included in the Academic Senate Faculty Ethics Statement, the College's Governance Agreement, which includes the responsibility for developing and reviewing curriculum and assessing learning, and in the Collective Bargaining Agreement between the District and the Los Angeles College Faculty Guild.

15. Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

The College provides a wide range of student services that support student learning and development in support of the College mission. These services include assistance with the admissions applications process, assessment for placement in English and Math, orientation for new and returning students, counseling services, assistance for students with academic and physical disabilities, financial assistance through state and federal grants, loans, and scholarships; health services; child care; tutorial services; and workshops. Additional services from other resources including Specially Funded Programs such as Title III, Title V, the Science, Technology, Engineering, Math (STEM) grant, TRIO, EOP&S, and Matriculation provide support in meeting the academic needs of LAMC students.

16. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Los Angeles Mission College is an open-admission institution serving all students who wish to pursue an education as described in the College Mission Statement. The College admits any person with a high school diploma or its equivalent, persons who are 18 years of age or older, persons who are determined to be capable of benefiting from the instruction offered, or K-12 students under special circumstances.

Admission eligibility policies are listed in the Schedule of Classes, the Catalog, and posted on the College Web site.

17. Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever, and wherever they are offered. (Standard II.B.1 and II.B.4)

The Library and Learning Resources Center is located in a 35,430 square foot shared facility which houses computer labs and the Writing for Success and Science Success Center. The Library provides material in print and electronic formats to support course work and to meet student needs. The Learning Resource Center (LRC) provides faculty support, library workshops, and tutorial services for students in response to diverse needs and offers a variety of instructional approaches. The LRC is wired to accommodate 127 computers for student use, 3 of which are set up and provides learning disability software for DSPS students. In addition to these resources, there are eight computer laboratory classrooms wired to accommodate 232 computers that support discipline-specific instructional programs including the Computer Applications and Office Technologies Center, Computer Science Information Technology Lab, Child Development Resource Center, Multimedia Lab, and the Math Center.

18. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

Each year the College prepares a financial operations plan to assess the need for financial resources in critical operations. The College budget at the end of previous fiscal year 2014-2015 was \$30,065,222. The fiscal year 2015-2016 final budget includes unrestricted revenues of \$39,878,298 and net budget allocation of \$33,024,642. The College and the District rely on enrollment to generate new revenues to cover cost of expenditures. The weak economic condition of the state budget resulted in significant workload reductions. In an effort to sustain long-term financial stability, the District implemented a new funding model in FY 2012-2013. The new budget allocation model, coupled with robust financial planning and identification of

new revenue streams, provides the College with adequate and long-term resources for institutional effectiveness and financial stability.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Los Angeles Mission College adopted its Strategic Master Plan in 2008-2009, and it is updated annually by the College Council. The Plan outlines College priorities, goals, mission/vision, and value statements. The College established institutional planning processes to provide planning for the development of the College including the integration of all planning documents and procedures such as Program Review and Student Learning Outcome assessment. Los Angeles Mission College has developed the following integrated planning documents: Strategic Master Plan, Educational Master Plan, Technology Plan, Facilities Master Plan, Strategic Enrollment Management Plan, Student Services Plan, and is working on a Safety and Evacuation Plan. Each of these plans contains objectives and calls for regular review and updating.

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with the ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies may be Found (Standard I.C.2)

Los Angeles Mission College displays its Catalog and Schedule of Classes online. These documents, along with other publications, publicize accurate and current information about the College's mission, goals, admission requirements, and procedures; academic calendar and program length; rules and regulations affecting students, programs, courses; distance education; degrees and certificates offered and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators; names of members of the Board of Trustees; and all other items pertinent to attending the institution. In addition, the 2015-2016 Catalog contains information regarding filing complaints with the Accrediting Commission of California Community and Junior Colleges.

Student requirements explained in the Catalog include admissions, matriculation, and attendance requirements; descriptions of all student fees, including resident and non-resident tuition, health services, parking, Associated Students Organization membership, transcripts, class audits, and enrollment refunds. The Catalog also contains descriptions of the requirements to complete associate degrees, certificates, graduation, and transfer. The Schedule of Classes has information regarding registration for online courses in addition to various online student support services. Other major policies affecting students that are described in the College Catalog are academic probation and dismissal, standards of student conduct and disciplinary action, the District non-discrimination policy, grievance and complaint procedures, sexual harassment prevention, and drug-free environment policies.

21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and I.C.13)

Adherence to state regulations and to the Accrediting Commission for Community and Junior College's eligibility requirements standards and policies is ensured by the Los Angeles Mission

College and the Los Angeles Community College District. The College describes itself identically to all its accrediting agencies, communicates changes and status, and discloses required information to all accrediting bodies. All disclosures by the College are complete, accurate, and honest.

The College maintains contact with the Commission through its Accreditation Liaison Officer.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

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 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 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).

Policy on Institutional 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 Web site 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 Web site 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 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 Contractual Relationships with Non-Regionally Accredited Organizations

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

Policy on Institutional Integrity and Ethics

Los Angeles Mission College provides the Commission with available, accurate, complete, and current information and reports. All follow-up, midterm, and comprehensive reports have been submitted in a timely fashion and have been approved by the Commission. The College also provides the public with accurate information in its catalog, schedule, brochures, and reports as well as on its Web site.

LAMC has policies to ensure academic honesty, integrity in hiring processes, and prohibitions on conflicts of interest, including board rules that the Board of Trustees, the District, and College personnel must follow. The Board is bound by Board Rule 2300.10 on ethical behavior and Board Rule 2300-11 on procedures for sanctioning trustees in case of ethics violations. The District regularly reviews policies and regulations through the Office of General Counsel. Faculty members are bound by an ethics code based on the American Association of University Professors statement of professional ethics, which explains how violations of the code are to be handled. All other personnel must abide by Board Rule 1204, Code of Ethics. LAMC demonstrates honesty and integrity in its dealings with students and prospective students. Due process protections are ensured by collective bargaining agreements.

The College cooperates with the ACCJC by preparing for site visits and welcomes visiting teams or Commission representatives in a spirit of collegiality. The College community is committed to the concept of peer review and external evaluation and assists peer evaluators in performing their duties. The College strives to comply with Eligibility Requirements, Standards, and Commission policies. Both the College and the District establish processes to receive complaints anonymously and address questionable accounting practices or activities; for example, the creation of a Whistleblower Program to report concerns related to the bond construction program.

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

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).
- To clarify the inclusion of distance education and international students in the intended student population, as well as emphasize the College's commitment to student learning and achievement, the mission statement was revised at the College Council Retreat on August 28, 2015. The revised mission statement will go into effect in the 2016-17 academic year (I.A.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, as aligned with the district 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 LAMC’s student body (I.A.3).

During the August 2015, College Council Retreat, the 2015-2016 mission statement was revised to clarify the inclusion of distance education and international students in the College’s intended population. The approved statement, to be included in the 2016-2017 catalog and other publications 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;*
- *Making traditional and distance education learning opportunities available to enhance the health and wellness of the diverse communities it services.*

Los Angeles Mission College meets this standard.

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, Student and faculty surveys, student achievement results, program review, and learning outcome assessments (I.A.2-1).
- To ensure the alignment of institutional priorities with the mission, Shared Governance Committees periodically review the College’s planning documents. This review process is based on data-driven measures and benchmarks and focuses on the institution meeting the educational needs of students. The findings of Shared Governance Committees are subsequently analyzed at the annual College Council Retreat where institutional priorities and the mission statement are reassessed (I.A.2-2).

Analysis and Evaluation:

Los Angeles Mission College (LAMC) recognizes the central importance of a living mission statement that drives strategic planning and enhances institutional effectiveness. The mission statement also serves to unify faculty, staff and students in achieving institutional goals and promoting student learning.

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 achievement and learning, and to evaluate achievement of the College's mission. Thus, the top two priorities of the College Council's two-part annual planning retreat on August 20 and September 6, 2013 were to revise the LAMC Strategic Plan goals (1) to underscore student success and align it more directly with the College's mission statement, and (2) to ensure that the established goals were measurable. College Council revised LAMC's Strategic Master Plan goals to embed the mission statement and student success language and improve their alignment with existing district and college master plans (I.A.2-3).

During the August 2015 annual College Council Retreat, the College Strategic Plan was reviewed and updated to reflect benchmarks of student success measures. In addition, the College mission statement was revised and approved by College Council for adoption in the 2016-17 academic year.

The Student Equity Plan, supported by data gathered by the Office of Institutional Effectiveness (OIE)* provides comprehensive demographic data that identify underserved populations. The plan focuses on areas such as DSP&S, Veterans, Foster Youth and Basic Skills programs to examine existing services and develop strategic approaches and resources with the intent to increase service and support for disproportionately impacted students. Additionally, enrollment data and program completion requirements are utilized in the Strategic Enrollment Management plan to support student learning and achievement. Data included in the Student Equity Plan, as well as additional data provided by OIR, were incorporated for the first time into the program review process in spring 2015 (I.A.2-4). Student success was reviewed and each department/discipline evaluated its effectiveness related to Institution-Set Standards.

Los Angeles Mission College meets this standard.

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 shared with the campus community at a town hall meeting and subsequently adopted by the Board of Governors (I.A.3-1).
- Institutional decision-making, planning, and resource allocation are informed by Institution-Set Standards and a thorough assessment of Institutional and Program Learning Outcomes (ILOs and PLOs) (I.A.3-2).
- Benchmarks established by the College gauge the effectiveness of various achievement outcomes, including degree and certificate completion, retention and persistence at the course, program, and institutional levels (I.A.3-3).

- The institutional commitment to student learning and achievement is further supported by a rich Shared Governance Committee structure and planning documents (I.A.3-4).
- The allocation of resources is linked to program review and necessitates approval by the Budget and Planning Committee (I.A.3-5).

Analysis and Evaluation:

The College's mission statement serves as the foundation for institutional planning and provides a guide for the development of the Strategic Master Plan (SMP) and other shared governance master plans. The College has recently developed and instituted a formal methodology, utilizing its shared governance and decision-making processes, to review its mission statement annually and make revisions as necessary. During its annual retreat in August 2015, the College Council revised the mission statement and made the inclusion of distance education and international students in the College's intended population more explicit.

The College's commitment to continuous improvement of programs and services is supported by a regular evaluation schedule and maintains the improvement of student learning and achievement as its primary goal. In keeping with its sustained efforts toward student success, the College is revising its program review screens for spring 2016 to include evaluative responses from departments/units and establish linkage between programs and the College mission (I.A.3-6).

The alignment of institutional decision-making, planning, and resource allocation with the mission is routinely supported by the aggregation and analysis of data by OIR. 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, enrollment, and attendance. 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.

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, the College developed a *Process for Review of the Mission Statement* that is currently in use (I.A.4-1).
- The mission statement review process is inclusive of all campus constituencies and developed by the shared governance committees representing each college division, ASO, Academic Senate and the Faculty and Staff Guilds and College Council (I.A.4-2).
- Changes to the mission statement are articulated in three Shared Governance committees (Educational Planning, Budget and Planning, and Student Support Services), vetted by the Academic Senate and the faculty Guild, and subsequently proposed to College Council. Revisions suggested by the College Council –in the event there are any- are

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 unveiling of the mission for further discussion before the proposed changes are submitted to the Board of Governors for adoption (I.A.4-3).

- The fall 2015 Town Hall publicized the revisions made to the mission statement for the 2016-17 academic year (I.A.4-4).
- Upon adoption by the Board of Governors, 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 various buildings and classrooms (I.A.4-5).

Analysis and Evaluation:

In March 2013, the College recognized the need to formalize the existing mission statement review process. To ensure that the mission statement is reviewed annually by the appropriate shared governance groups, the *Process for Review of the Mission Statement* was developed by College Council at the annual College Council Retreat on August 20, 2013 and finalized on September 6, 2013.

The following year, College Council evaluated the *Process for Review of the Mission Statement* at its winter retreat in January 2014 and implemented revisions to ensure the timeliness of the review process and alignment with publication deadlines and strategic goals' timelines.

Utilizing the new process, the College has completed three full cycles of the mission statement review (evidence = shared governance, EPC, budget planning and facilities planning meeting minutes fall 2013 spring 2014 and spring 2015). The methodology will be reassessed at the College Council Retreat in Spring 2016 and changes implemented as necessary.

The mission statement is reviewed annually, revised as needed and widely published on the LAMC website, in the catalog, schedule of classes and marketing tools. 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. (I.A-2 EVIDENCE) BOT approval). Los Angeles Mission College meets this standard.

I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

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 learning outcomes (SLOs) and continuous improvement of student learning and achievement through numerous venues and events such as department and discipline meetings; SLO summits and Program Learning Outcomes (PLOs) Assessment Retreats; department chairs' SLO/PLO Summary Reports; broad-based communications at LOAC (the Learning Outcomes Assessment Committee), including its Disaggregated Institutional Learning Outcomes Report; workshops and discussions on quantitative and qualitative measures of student success; program review unit discussions, analysis of disaggregated data, validations, and campus reports; Strengths/Weaknesses/Opportunities/Threats (SWOT) analyses and improvement plans; an annual review of institution-set standards; 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 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).
- Substantive and ongoing dialog about student equity takes place across the institution through the analysis of disaggregated data on student achievement as part of the Program Review Annual Update process. Furthermore, the College's participation in the Basic Skills Initiative and Achieving the Dream (AtD) – a national initiative focused on helping low-income and minority community college students complete their education- provides two additional avenues supporting the College's goal of equity in access and success for the diverse populations it serves. 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 SEP was first approved in fall 2014 and is updated annually. The College's Office of Institutional Effectiveness website also hosts disaggregated student achievement and institution-set standards data and LAMC's Student Success Scorecard, which contains disaggregated data on remedial instruction, job training programs, retention of students, and graduation and completion rates (I.B.1-2).
- Academic quality is ensured through substantive and collegial dialog taking place as part of the College's program review process which is integrated with budget development. Curriculum quality is monitored by the Curriculum Committee, the Academic Senate, faculty, department chairs, academic deans, and the Vice President of Academic Affairs (marker). Additionally, the faculty evaluation process ensures that high quality academic instruction is provided and offers another forum for discussions about improvement in student learning and achievement at LAMC (I.B.1-3).

- Institutional effectiveness is improved through the regular meetings of the College's shared governance committees (marker) and monitored by the Shared Governance Oversight Committee (SGOC). Each shared governance committee prepares an annual self-evaluation, and the SGOC conducts an additional external evaluation of each committee. Based on this review, SGOC prepares a final report that consists of commendations and recommendations to each committee. These final reports are submitted to College Council and posted on the SGOC website (marker). At its annual fall retreat, College Council evaluates the College's progress on the SMP to identify areas of focus for the coming year, and evaluate College processes (I.B.1-4).

Analysis and Evaluation:

Dialog about SLOs and continuous improvement of student learning regularly occurs through numerous venues and events. A fall 2014 faculty survey on Student Learning Differences included a question reading, "Indicate any forums/venues where you engaged in dialog about meaningful assessment practices and/or how to improve pedagogy and student learning during fall 2014, including sharing successful practices with colleagues." Forums/venues that were identified included 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 (marker). (*Ref: Fall 14 Survey*). Results of student learning outcomes 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 the LOAC and other committees around campus. The process of updating/initiating new curriculum also includes discussion of associated learning outcomes at all levels. As another example of broad based dialog about student learning outcomes and also institutional effectiveness, LOAC and the Program Review Oversight Committee (PROC) met jointly three times during spring 2014 to collaborate on developing recommendations for the creation of a structure and process that would more strongly integrate SLO assessments and student learning improvements with institutional planning and resource allocations (marker).

Through a broad-based and inclusive process, the College developed institution-set standards for six measures of student achievement which it evaluates annually. 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 also reports out on these and other student outcome measures through its annual reports to the Board of Trustees, the SMP performance measure inventory, the Mission Learning Report, and the Office of Institutional Effectiveness website.

Discussion about equitable achievement of the various student outcomes is also widespread across the campus. Program review incorporates disaggregated data to help identify achievement gaps. Furthermore, the Student Equity Plan identifies achievement gaps at the institutional level and facilitates the decision-making process on how to best close these gaps. LAMC's AtD and Basic Skills Initiative also look at outcomes from different student populations so that they can be improved for students that traditionally struggle. The College is increasingly incorporating disaggregated student data in other planning functions, such as strategic planning and plans resulting from assessment of student learning outcomes.

Academic quality is assured through discussions amongst faculty, staff, administrators, and committees occurring as part of the annual and comprehensive Program Review and evaluation processes, the curriculum review process, and the faculty evaluation process.

Finally, sustained collegial dialog about institutional effectiveness takes place through regular meetings of the College's shared governance committees and through the evaluation of their effectiveness. Aspects of institutional effectiveness are also assessed at the annual College Council retreats, where the College evaluates the effectiveness of college processes and the College's progress on attainment of the SMP goals and objectives.

Los Angeles Mission College meets this standard.

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% of its active courses (active courses are defined as those offered within the last two years). All SLOs are reassessed at least once every three years. There were 685 SLOs as of fall 2015, and all assessment results since 2011 are currently posted on the SLO online system (I.B.2-1).
- All programs have defined PLOs and 100% of those have been assessed. Department chairs either generate "roll-up" assessments* based on the related course SLO assessments or assess PLOs using surveys, interviews, and portfolios of students' cumulative work. The PLO Assessment Schedule is reviewed and updated every semester and is further evidence of ongoing assessment for the purpose of sustaining quality improvement (I.B.2-2).
- The College's seven ILOs have been assessed a number of times using student surveys and ILO roll-ups. The most recent student survey, conducted in fall 2014, contained questions related to five of the college's ILOs. These 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 in LOAC (I.B.2-3).
- Benchmarks for student success have been established for each SLO/PLO/ILO (2.4).
- Many SLO assessments lead to recommendations for improvement. In such cases, faculty are required to report the results of the improvement (I.B.2-4).
- College policy ensures that all faculty members are engaged in the outcomes assessment process and meet timelines (I.B.2-5).
- Student Support Services units assess their Service Area Outcomes (SAOs) and SLOs at least every three years. They revised their SAOs in 2013-2014, assessed all those in 2014-2015 and are currently in the process of implementing changes. Each Student Support Services unit has also expanded its area outcomes to include at least one SLO (I.B.2-6).
- Learning Support Services (library and Learning Resource Center) participate in the assessment process and regularly assess their SLOs and SAOs (I.B.2-7)

Analysis and Evaluation:

The College has defined and institutionalized assessment of its Course, Program, Service Area Outcomes and Institutional Learning Outcomes, conducts meaningful discussions about the results, and plans for improvement. Course and Program assessments are posted on the SLO Online System and summarized in each semester's department chair reports, which are also posted on the SLO website.

Los Angeles Mission College meets the standard.

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.

Evidence of Meeting the Standard:

- LAMC has established institution-set standards* (ISSs) for successful course completion, course retention, fall-to-fall persistence, degree completion, certificate completion, and transfer (I.B.3-1).
- The ISSs for student achievement, the five years of data that were analyzed in setting them, and the process for setting the standards were presented and discussed with the campus community at a Town Hall meeting (I.B.3-2).
- In fall 2014, a sub-committee of the Academic Senate, using disaggregated LAMC trend data and comparative State- and District-level data, conducted its annual assessment of the College's performance as compared to the ISS and made recommendations regarding the standards themselves and actions for continuous improvement in student achievement. These conclusions and recommendations were presented to the Council of Instruction, the Educational Planning Committee, and the Academic Senate for discussion and feedback prior to presentation to the College Council and College President in spring 2015. College Council members also took these recommendations into account when setting the College's annual 2015-2016 priorities at the fall 2015 College Council Retreat. This process has once again been initiated in fall 2015 (I.B.3-3).
- Individual programs review and assess their achievement data during program review*, and compare it to the ISSs and, where relevant, program-level standards. In addition, disciplines are asked to evaluate their levels of performance in relation to the ISSs, to develop strategies and/or interventions geared at improvement in the achievement outcomes, and to assess the effectiveness of any implemented strategies and interventions (I.B.3-4).
- 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 to assess the success of graduates at attaining jobs (I.B.3-5).
 - The expected measure of performance, or institution-set standard, for job placement rates for program 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 65.81 percent, and thus the standard for job placement rates for each program was set by the College at 90 percent of this goal, or 59.23% (I.B.3-6).

Analysis and Evaluation:

In addition to the six institution-set standards* disciplines and programs are also given the opportunity to establish their own standards, and, through program review, evaluate student achievement performance and make associated resource requests to bring about improvements. Job placement rates and performance expectations and goals are discussed by CTE programs at least once a year at CTE meetings.

A sub-committee of the Academic Senate annually analyzes the College’s overall performance on the ISSs. The sub-committee’s findings and recommendations are submitted to the Council of Instruction, Educational Planning Committee, Academic Senate, and College Council and published in the annual Mission Learning Report. They are also used in institution-wide planning, the revision of its mission, and in setting annual institutional priorities and improvement plans. For example, at the fall 2015 College Council Retreat, based in part on the recommendations from the ISSs analysis, it was determined that the top College priority for 2015-2016 would be to accelerate student completion (of degrees, certificates, and transfer) and to enhance student support services to facilitate this accelerated completion. Reallocation of resources was discussed to meet this objective (e.g., towards transfer and career counseling), and a taskforce was put together to determine specific action plans and to oversee their implementation.

The College uses a variety of tools to regularly and broadly communicate the results of these analyses and discussions, including written reports (e.g., the annual Mission Learning Report) , web-based communications, meetings, and other campus events (e.g., College Council Retreat and Town Hall Meetings).

Los Angeles Mission College meets this standard.

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, the learning outcomes assessment cycles, the six ISSs, and the implementation of Student Equity plans at the College (I.B.4-1 through I.B.4.7).
- Institutional processes are planned, evaluated, streamlined, and improved during regular cycles by the Program Review Oversight Committee (PROC), the Strategic Enrollment

Management Committee, the Learning Outcomes Assessment Committee (LOAC), and the Student Equity Committee. (I.B.4-8, I.B.4-9)

- Resource requests originate in program review and must relate to Strategic Master Plan (SMP) goals. Each SMP goal is tied to student learning and/or achievement (I.B.4-10).
- Student and faculty/staff surveys (which include questions related to student success and achievement) are conducted annually to provide data for institutional planning processes and feedback to improve student services and other college processes (I.B.4-11).

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.

The College uses the tenets 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 College Strategic Master Plan (I.B.4-10).

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 (I.B.4-11). All funding requests are tied to success and achievement data that is analyzed and evaluated each year in the program review process (I.B.4-12).

Los Angeles Mission College meets this standard.

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 methodology to gauge student achievement, assess unit goals and objectives, and link resource requests to the Strategic Master Plan (SMP) and the College mission (I.B.5.1 through I.B.5-6, I.B.5-9).
- The accomplishment of the mission is further supported by way of the six college-wide SMP goals*, assessed annually, and the District Strategic Plan (DSP). This latter provides a vehicle to evaluate the overall College performance on an annual basis (I.B.5-3 through I.B.5-5, and I.B.5-7).

- Learning outcomes at the course and program levels are directly tied to institutional learning outcomes which, in turn, are based on the College's mission. (I.B.5-6)
- Quantitative data are collected via annual student surveys for students in all program types and in all modes of delivery and disaggregated by student demographic characteristics (I.B.5-10 marker).

Analysis and Evaluation:

The institution assesses accomplishment of its mission through its proprietary program review system*, SLO assessments, and the systematic evaluation of the goals and objectives as stated in the master planning documents.

The success and retention rates for courses offered are disaggregated by student population and delivery format; for example, online and/or hybrid formats are compared to the success and retention rates for their face-to-face counterparts. These data are reviewed by the Distance Education Committee (I.B.5-8) and separately by disciplines during program review (I.B.5-9).

Los Angeles Mission College meets this standard.

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:

- The College's methodology for analysis of disaggregated achievement data is in full compliance with the State Chancellor's Office Equity Plan requirements. In the fall 2014, the College revised its Student Equity Plan to align itself with these new mandates. The College evaluates and updates this plan on an annual basis (I.B.6-1).
- Data on enrollment, success, and retention are disaggregated by age, gender, ethnicity, and primary language in the annual program review screens for analysis by department chairs (I.B.6-2). In particular, CTE programs adhere to all data gathering requirements in accordance with the Federal Perkins program (I.B.6-3) (marker)
- The College's STEM program analyzes disaggregated achievement data, (I.B.6-4 & I.B.6-5).
- Institutional Learning Outcome data are disaggregated for five of the College's ILOs and evaluated by the Learning Outcomes Assessment Committee. LOAC is in the process of collecting, disaggregating, and analyzing authentic assessment data for each ILO individually as well (I.B.6-6 & I.B.6-7).

Analysis and Evaluation:

In a variety of ways, the college actively disaggregates data for use in planning to reduce gaps in performance. For example, the STEM program has developed and implemented strategies to

mitigate performance gaps in several different measures of achievement 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.

While the College's ability to disaggregate data is fairly advanced, one challenge it faces is training faculty on how best to analyze data. To this end, the College will implement training sessions in data analysis techniques for department chairs, vice-chairs, and other interested faculty and staff (marker).

Los Angeles Mission College meets the standard.

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, are reviewed and evaluated through the program review* process.
- The Program Review Oversight Committee (PROC) establishes, evaluates, continuously improves, and revises the Program Review policies and practices across the three College divisions (marker).
- Outcome assessments, consisting of SLOs, PLOs, and ILOs for academic programs, and SAOs (service area outcomes) for student services and administrative services programs, provide an additional yet related methodology for all units to assess their effectiveness.
- Policies and practices pertaining to instructional programs are established and evaluated under the purview of the Senate, several 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 establishing and reviewing enrollment trends to meet student needs (MARKER for ALL; link to SEM plan)
- Policies and practices pertaining to student services programs, established by SSSC (the Student Support Services Committee) are routinely evaluated through SAO assessments. (MARKER)
- Policies and practices pertaining to administrative services programs and resource management are also evaluated through SAO assessments. The Budget and Planning Committee, the Technology Committee, and the Facilities Planning Committee are tasked respectively with the continual process of budget and strategic planning that

includes the development of procedures, policies, guidelines, and evaluation criteria within the budget process (marker); overseeing, evaluating, and proposing technology policies; evaluating and advising College Council regarding facilities planning (marker).

- The Shared Governance Oversight Committee (SGOC) annually evaluates the functions of each of the shared governance committees and establishes shared governance policies and practices (marker). The Program Review Oversight Committee (PROC) evaluates and establishes Program Review policies and practices across the three College divisions (marker).
- 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 any substantial modification to an existing program. Such an evaluation is mandatory for discontinuation of an existing program. This committee is also responsible for evaluating and recommending modifications to instructional programs (marker).

Analysis and Evaluation:

Through various mechanisms and committees the College regularly evaluates its policies and practices across all areas to assure that they are effectively supporting academic quality and thus the College Mission. Regular self-evaluation processes include annual and comprehensive program review, annual faculty/staff and student surveys, focus groups, annual VP SWOT reports to PROC, and annual 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.

What follows 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, the Budget and Planning Committee (BPC) established the Rubric Task Force to review and revise the College's over-base Request Rubric used to prioritize resource requests. What ultimately resulted was an enhanced process that incorporated six new questions for each resource request submitted to BPC. This change in practice was implemented beginning in spring 2014. Furthermore, based on its analysis of the resource allocation model, College Council recognized the need for a feedback mechanism to illustrate the impact of the additional resources on SLO/SAO results, student achievement outcomes, and/or pursuit of the College's SMP 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.
- As another example, a change in policy/practice of the program review and resource allocation timeline in fall 2013, established a new timeline to allow more time for each division's programs/units to reflect on their performance and project their needs

- farther in advance, and for division leadership to better prioritize budget requests with proper input.
- A third example was the reorganization of some Professional Studies disciplines to other departments, effective fall 2015. EPC, upon reviewing the Professional Studies department's Comprehensive Program Review in spring 2015, recommended reorganization for several disciplines in that department. After the senate conducted a Viability Study*, interior design was transferred to the arts/media/humanities department, family and consumer studies was transferred to the child development department, and nutrition was transferred to the health/kinesiology/athletics/dance department. The effects of these changes will be evaluated by EPC during the next cycle of comprehensive program review.
<http://www.lamission.edu/facstaff/senate/FCS%20-%20ID%20Draft%20Re-Org%20Final.pdf>)

Los Angeles Mission College meets this standard.

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 at the following venues:
 - Annual report to the LACCD Board of Trustees' Institutional Effectiveness and Student Success Committee regarding the College's performance on the student achievement outcome measures in the 2012-2017 District Strategic Plan (DSP) (I.B.8-1).
 - Annual Mission Learning Report, first published in fall 2014, to disseminate the College's overall progress in improving student achievement and learning at all levels through the outcomes cycle. The report is posted on both the SLO and Institutional Effectiveness websites (I.B.8-11).
 - Annual College Council Fall Retreat, to evaluate College progress on the LAMC Strategic Master Plan (SMP) and identify strengths and weaknesses. This helps prioritize areas of focus for the coming year, and communicates the information broadly through the members of College Council (I.B.8-2).
 - Evaluation and assessment information updates on Flex Day, Spring into Spring, SLO Summit presentations and town hall meetings.(I.B.8-4; I.B.8-5L I.B.8-6, and I.B.8-7).
 - Annual performance report on the ISSs at the Council of Instruction, EPC, Academic Senate, and College Council (I.B.8-10).
 - Annual Strength /Weaknesses/Opportunities/Threats (SWOT) analysis of the College's three units (instruction, student services, and administrative services) based on the major themes found in each unit's program reviews. The SWOT reports are shared with Program Review Oversight Committee, which synthesizes

the information into an institution-level report; this report is used by College Council in setting annual College priorities (I.B.8-14).

- Assessment and evaluation data collected on institutional effectiveness, learning outcomes assessment, program review reports and validations, and all accreditation-related information are prominently posted on the College's website (I.B.8-3, I.B.8-8, I.B.8-12; I.B.8-13, I.B.8-9).

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 committee and town hall meetings, Comprehensive Program Review reports, the Mission Learning Report and College website pages.

Los Angeles Mission College meets this standard.

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.

Evidence of Meeting the Standard:

Continuous and systematic evaluation occurs across the institution. Such evaluation informs a continuous, broad-based planning process.

- The Office of Institutional Effectiveness (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 (I.B.9-1).
- The College engages in campus-wide evaluation and planning on a regular basis through the appraisal of program review, which is itself tied to assessment outcomes and serves as the supporting mechanism for resource allocation; the implementation, evaluation, and revision of various Master Plans and their strategic goals; the examination of outcome assessment tools and methodologies for the purpose of improved learning; and shared governance committee oversight (I.B.9-2).
- College Council conducts an annual retreat to evaluate the College's performance at meeting its strategic planning goals. This process includes reviews of the various Master Plans and of the College's Strategic Master Plan performance measure data. After reviewing the master plans, College Council recommends any steps it deems necessary to improve institutional effectiveness (I.B.9-3). (College Council Retreat agenda and minutes)

- Finally, at the District level, the College provides summary evaluations of the college's overall performance via the Mission Learning Report and Institutional Effectiveness Report (I.B.9-4).
- Program review integrates short- and long-term planning and resource allocation into a process aimed at improvement of institutional effectiveness and accomplishment of the College Mission Statement (I.B.9-5).
- Program review* is the primary instrument that ensures program-level evaluation and planning, including the allocation of resources, an evaluation of physical facilities, maintenance, and construction. Based on their internal evaluations, the nine colleges and the District meet to discuss priorities for all the Colleges and how state funding for scheduled maintenance will be distributed among the Colleges (I.B.9-6).
- The College integrates human resources planning into its institutional planning through the following established processes: (1) program review*, (2) Faculty Hiring Prioritization*, (3) adjunct hiring, (4) administrator hiring and (5) classified hiring (I.B.9-7) (I.B.9-8) (I.B.9-9) (I.B.9-10) (I.B.9-11).

Analysis and Evaluation:

The College provides many avenues for broad based input across all campus constituencies. These opportunities are included in all planning activities which ultimately are tied with the allocation of resources. All constituents are represented in shared governance committees.

Evaluation and planning begins at the discipline- and department-levels, where chairs and faculty monitor progress and plan for changes. This level of evaluation and planning is reflected in, and forms the central part of, the program review process. Alongside and related to program review, each unit engages in the evaluation of learning outcomes at the course, program, and institutional levels in academic departments and service area outcomes for administrative and student services divisions.

A second layer of broad-based evaluation and planning is initiated by committees. Shared governance and other committees provide the most accessible avenue for all constituents to voice opinions and concerns about all planning occurring on the campus (marker: shared governance committee minutes).

Resource allocation requests originate in program review documents and necessitate linkage to the College's appropriate plans for consideration. As an example, new technology funding requests originate in program review, are guided by the Technology Master Plan and the Technology Replacement Plan before being vetted by the Budget and Planning Committee (FUR 12.2 and 12.5).

Human resources in the form of additional or replacement personnel is also reflected in program review. Faculty hires in particular are reviewed and ranked by the Faculty Hiring Prioritization Committee. The number of full-time hires is linked to the district Faculty Obligation Number, program needs, and resources available. New technology funding requests also must originate in program review. 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 (FUR 12.2 and 12.5).

The integration of planning process at the College is sound but implementation could be improved upon. The College possesses a variety of planning documents and integrating all of these plans to align to the College's Strategic Master Plan is a challenge. The merging of some of these plans would simplify the overall planning process on the campus and assure that integrated planning occurs across the three divisions of the college. In addition, it would make it easier for the college to "close the loop" in regards to tying resource allocation to planning and evaluating whether the allocated funds fulfilled the objectives identified to improve the program and student learning and achievement. The complexity of the College's current planning processes and timelines have made alignment to accreditation standards challenging and this has been complicated by a revision of Accreditation Standards and the new ACCJC self-study timetables for the LACCD. The President's Office worked over the summer to incorporate their recommendations into an improved integrated planning process for the college which will be implemented over the next few years. (QFE).

ACTIONABLE IMPROVEMENT PLAN

The College will merge many of the college planning documents to simplify and better align to the Strategic Master Plan. In addition, the Budget and Planning Committee will follow up on all resource allocations by having recipients of funds fill out an evaluation form to report out whether the funds received helped achieve the objective of the program. This last evaluative process will help close the loop on integrated planning.

Los Angeles Mission College meets this standard.

I.C. INSTITUTIONAL INTEGRITY

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:

- College Council annually reviews the College's mission statement which is subsequently published on the college website, schedule of classes, and catalog. (I.C-1-4).
- A comprehensive list of Learning Outcomes (ILOs, PLOs, SLOs, SAOs) are available on the SLO website (I.C-5).
- ILOs and PLOs are listed in the college catalog and departmental and discipline websites (I.C-6-8).

- SAOs are posted on the Student Services Support Committee website and its units websites (I.C-9-12)
- SLOs are included in all syllabi, CORs and department websites (I.C-13-16)
- The OIE website, as well as the State Chancellor's scorecard website, provide accurate and current information on student achievement (I.C-17).
- Faculty and discipline websites are regularly updated (I.C-18).
- The College catalog and schedule of classes provide accurate information on course offerings, educational programs and student support services (I.C-19-20).
- The schedule of classes outlines essential information for distance education* students (I.C-21).
- The College's accreditation status is accurately listed in the college catalog and published on the Accreditation webpage. (I.C-22-23).
- The Academic Affairs dean regularly reviews the College catalog and schedule of classes for accuracy (I.C-24).

Analysis and Evaluation:

The College Catalog and Schedule of Classes including distance education courses are reviewed to ensure that information on course offerings and educational programs are accurate. One of the academic deans, also called the curriculum dean, regularly reviews the college catalog and schedule of classes for accuracy prior to publication (I.C-24).

Los Angeles Mission College meets this standard.

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 in electronic format and provided in a number of campus venues.(I.C-25 and I.C-26).
- The College Catalog is reviewed annually for accuracy by the Dean of Academic with the support of the Curriculum Committee chair and academic scheduler. (I.C-27).
- The College catalog meets the requirements as described by ER20 (I.C-28).

Analysis and Evaluation:

After the Dean of Academic Affairs has validated curriculum modifications, all department chairs annually receive a copy of their respective catalog sections for accuracy, updates, and corrections review.

Los Angeles Mission College meets this standard.

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* website as well as on the College's SLO website (I.C-29-30).
- Assessment data are disaggregated by student demographic characteristics (I.C-31).
- The results of assessments 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, Council of Instruction meetings, Academic Senate meetings, and the College Web site (I.C-32 a-d).

Analysis and Evaluation:

OIE* is responsible for conducting institutional research and developing information in support of institutional accountability, institutional assessment, unit assessment, planning, and accreditation. OIE regularly meets with the appropriate constituencies to distribute the results of assessments and provides training as needed (I.C-33).

Los Angeles Mission College meets this standard.

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 (published in print and electronically) and discipline specific websites (I.C-34-35).
- Faculty are required to provide a course syllabus, which includes SLOs, to all students, including those enrolled in distance education courses (I.C-36).
- The College verifies that individual sections adhere to the course SLOs by enforcing the published assessment cycle (I.C-37-38).

Analysis and Evaluation:

The College ensures information about its degrees and certificates are publicized 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 the website(I.C-34-35).

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 the catalog (I.C-34).

Los Angeles Mission College meets this standard.

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 annual Catalog that is reviewed for accuracy and integrity by the Dean of Academic Affairs, supported by the Curriculum Committee Chair and Academic Affairs Scheduler (I.C-39).
- The College, following the established shared governance processes, regularly reviews the mission statement, institutional policies, procedures, publications (I.C-40). <http://www.lamission.edu/search.aspx?q=student+handbook&x=0&y=0>

Analysis and Evaluation:

The shared governance committees regularly review the mission, policies and procedures and make recommendations to College Council. In addition, the Academic Senate reviews and creates policies related to academic and professional matters per Title 5. Changes to college-wide policies and procedures are reported out during College Council and Academic Senate meetings, which are open to the entire campus. Websites are updated to reflect the changes (I.C-41 a-d).

Los Angeles Mission College meets this standard.

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 fees including tuition and all associated fees (I.C-42).
- Textbook and other instructional supplies and materials costs are available on the Eagles' Landing Student Store website (I.C-43).
- A dedicated website, designed to provide to resources to distance education students is maintained and includes information pertaining to the cost of education (I.C-44)
- As required for all Federal Title IV student financial aid eligible colleges and universities, the College has a Net Price Calculator (NPC) linked from the Financial Aid & Scholarships Web site (I.C-45).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

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, which is published in the College Catalog and District's website, addresses academic freedom (I.C-46).
- Article 4 of the 2014-2017 college bargaining agreement between the LACCD and the LACCD Faculty Guild ensures the rights of faculty to freely pursue knowledge and "*to guarantee the freedom of learning to the students*" (I.C-47).
- 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-48).

Analysis and Evaluation:

Academic freedom is supported by LACCD Board Rule 15002, Article 4 of the labor agreement 2014-2017, and the Academic Senate Faculty Ethics Statement. All of these resources are readily accessible electronically for distance education students.

Los Angeles Mission College meets this standard.

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 for students and faculty in the College catalog and schedule of classes (I.C-49-50).
- The LACCD Board Rule 9803 sets standards of conduct that include student behavior and academic honesty (I.C-51).

- LACCD Board Rule 91101 describes the consequences for academic dishonesty (I.C-52).
- The Academic Senate Faculty Ethics Statement is published in the College Catalog and Academic Senate website (I.C-53).
- The College Code of Conduct is included as part of each shared governance committee charter (I.C-54).
- As part of the shell review process in approving an online class, both DE* and the Curriculum Committee* require, through a standard annotated rubric, that faculty provide a plagiarism statement in their online courses (I.C-55).

Analysis and Evaluation:

The LACCD Board of Trustees' expectations of student conduct and consequences for failure to comply are outlined in Board Rules 9803-9806 (I.C-51). These policies are published in the College catalog and schedule of classes (I.C-49-50). All of these resources are readily accessible electronically for distance education students.

Los Angeles Mission College meets this standard.

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 on according to standards aligned with the COR* and discipline-set standards (I.C-56).
- 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-57).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

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, it is precluded from requiring conformity with any codes of conduct other than those published in the College Catalog and is 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 fifty 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.58).
- Commencing with (look up date) accreditation cycle, the College has created a dedicated website that references and links to ACCJC related documents relevant to both the on-campus and off-campus communities (I.C-59).

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.

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 reports annually on its SSSP* EOP&S, and DSPS services to the CCCCCO (I.C-60).
- The College also submits federal and state reports on financial aid and other services (I.C-61)

- Students, employees, and the general public are informed of the accreditation status of the College through the College catalog and College website. All ACCJC accreditation information is only one click away from the College's webpage (I.C-62-63).
- The ACCJC Certificate of Accreditation is prominently displayed in several offices and buildings on campus including the President's office, CMS building, Instructional Building and the Office of Admission and Records.
- California department of public health (I.C-64).?

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.

Los Angeles Mission College meets this standard.

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-65).
- 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-66).

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-65-66).

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.A.1-1 LAMC Approved Mission Statement
- I.A.1-2 College Council Agenda and Minutes
- I.A.1-3 Copy of Web page for Student Population
- I.A.2-1 Evidence Title Needed
- I.A.2-2 College Council Retreat Minutes – August 2015
- I.A.2-3 F/U Report 2014 2.17a-b, 2.18
- I.A.2-4 PROC minutes and PR screens
- I.A.3-1 Evidence needed from section 1A.1 re: the mission statement update, town hall meeting in fall 2015
- I.A.3-2 Evidence Title Needed
- I.A.3-3 Evidence Title Needed
- I.A.3-4 Evidence Title Needed
- I.A.3-5 Evidence Title Needed
- I.A.3-6 PROC Screens and PROC Minutes
- I.A.4-1 College Council Retreat Minutes – January 2014
- I.A.4-2 EVIDENCE: minutes for the last 2 cycles from: Educational Planning Committee, Budget and Planning Committee, Student Support Services Committee, AS, ASO, Faculty/Staff Guilds?).
- I.A.4-3 October 17, 2012 (I.A-2 EVIDENCE) NEW BOT approval Oct 2015
- I.A.4-4 Process; Town Hall emails September 29, 2015
- I.A.4-5 Catalog, Schedule, Web site

- I.B.1-1 <http://www.lamission.edu/slo/reports.aspx>) and LOAC Minutes 2013-2015
<http://www.lamission.edu/slo/loac/default.aspx>)
<http://libguides.lamission.edu/EaglesNestFacultyResources>
<http://www.lamission.edu/slo/reports.aspx>)
- I.B.1-2 Evidence Title Needed
- I.B.1-3 Evidence Title Needed
- I.B.1-3 Evidence Title Needed
- I.B.1-4 Evidence Title Needed
- I.B.2-1 <http://www.lamission.edu/slo/assessments.aspx>
- I.B.2-2 <http://www.lamission.edu/slo/assessments.aspx>;
<http://www.lamission.edu/schedules/1516Catalog/LAMCcatalog15-16.pdf>
- I.B.2-3 <http://www.lamission.edu/slo/reports.aspx>;
<https://mymission.lamission.edu/faculty/learningoutcomes/ilos.aspx>
- I.B.2-4 (working on the public reporting)
- I.B.2-5 <http://www.lamission.edu/slo/reports.aspx>
- I.B.2-6 <http://www.lamission.edu/curriculum/apply.aspx>
- I.B.2-7 2014-15 SAO Links to pdfs are DEAD. <http://www.lamission.edu/sssc/SAO.aspx>.
It might be better to post the export from Program Review on the SAO page.
<http://www.lamission.edu/slo/reports.aspx>
- I.B.2-8 and 2.9 I have put in requests to get SAO reports for Library, LRC and Admin. Services posted

- I.B.2-10 http://www.lamission.edu/instruction/SLO%20Assessment%20Policy_Sept%202014_mka.pdf
- I.B.2-11
- I.B.2-12 <http://www.lamission.edu/slo/assessments.aspx>
- I.B.213 <https://mymission.lamission.edu/faculty/learningoutcomes/AddEditAssessment.aspx?sloid=42>
- I.B.2-14 & 2-15 <https://mymission.lamission.edu/faculty/learningoutcomes/AddEditPLOSLOAssessment.aspx?plosloassessmentid=245&ploid=19>
- I.B.2-16 <http://www.lamission.edu/slo/reports.aspx>
- I.B.2-17 trying to understand and figure out, I wrote Nick.
- I.B.2-18 <http://www.lamission.edu/irp/docs/files/ILOSurveyResultFall11.pdf>
- I.B.2-19 <http://www.lamission.edu/slo/loac/docs/LOAC%20Minutes%209-24-14.pdf>;
<http://www.lamission.edu/slo/loac/docs/LOAC%20Meeting%20Materials%209-24-14%20.pdf>
- I.B.2-21 <https://mymission.lamission.edu/faculty/learningoutcomes/AddEditAssessment.aspx?sloid=42>; or ask Deborah for Screen Shot?
- I.B.2-22 <http://www.lamission.edu/sssc/SAO.aspx> (student Services); I am working on getting Library and LRC posted somewhere.
- I.B.3-1 Evidence Title Needed
- I.B.3-2 Evidence Title Needed
- I.B.3-3 Evidence Title Needed
- I.B.3-4 Evidence Title Needed
- I.B.3-5 Evidence Title Needed
- I.B.3-6 Evidence Title Needed
- I.B.4-1 Program Review sample site(s) for academic program(s)
<http://academic.lamission.edu/uniteffectiveness/>
Spring 2015 Comprehensive Program Review Reports and Responses
<http://www.lamission.edu/eduplanning/programreview.aspx>
- I.B.4-2 SLO replated documents
<http://www.lamission.edu/slo/>
PLO and ILO Assessment Reports
<http://www.lamission.edu/slo/reports.aspx>
LOAC Agendas and Minutes
<http://www.lamission.edu/slo/loac/minutes.aspx>
- I.B.4-3 Student Equity Report
No link on the website
- I.B.4-4 Institution-Set Standards Report
http://www.lamission.edu/asc/02015/2.47_Institution-Set%20Standards-LAMC%20Data%20Packet%20and%20State%20and%20District%20Comparison.pdf
- I.B.4-5 Institution-Set Standards review process

- http://www.lamission.edu/asc/02015/2.46_Annual%20Process%20to%20Review%20the%20Institution-Set%20Standards.pdf
Research Advisory Task Force - Minutes
http://www.lamission.edu/ratf/docs/RATF_Minutes_02252014_FINAL.pdf
- I.B.4-6 Program Review Oversight Committee Minutes and Agendas
<http://www.lamission.edu/facstaff/proc/agendas.aspx>
- I.B.4-7 Strategic Enrollment Master Plan (2013-2018)
http://www.lamission.edu/irp/LAMC_2013-2018_SMP_2-2-15.pdf
Enrollment Management Strategic Plan (2010-2015)
<http://www.lamission.edu/lamcplanning/documents/SEMGoal5.pdf>
Executive Summary
<https://www.lamission.edu/irp/docs/Strategic%20Enrollment%20Management%20Plan1.pdf>
- I.B.4-8 Program Review sample site(s) for academic program(s)
<http://academic.lamission.edu/uniteffectiveness/>
Department SLO Assessments
<https://mymission.lamission.edu/faculty/learningoutcomes/management/default.aspx>
- I.B.4-9 Survey data (LACCD District-wide Student Survey, LAMC Supplemental Student Services Survey, LAMC Faculty/Staff Survey, LAMC Student Survey)
<http://www.lamission.edu/irp/surveys.aspx>
- I.B.4-10 Strategic Enrollment Master Plan (2013-2018)
http://www.lamission.edu/irp/LAMC_2013-2018_SMP_2-2-15.pdf
Executive Summary
<https://www.lamission.edu/irp/docs/Strategic%20Enrollment%20Management%20Plan1.pdf>
- I.B.4-11 Master Plans Overview
<https://www.lamission.edu/lamcplanning/>
Educational Master Plan
<https://sharepoint.lamission.edu/lamcresources/Shared%20Documents/LAMC%20Educational%20Master%20Plan%202010-2015.pdf>
Enrollment Management Plan
<https://www.lamission.edu/irp/docs/Strategic%20Enrollment%20Management%20Plan1.pdf>
Facilities Master Plan
<https://www.lamission.edu/planning/2009/masterplandrafteir.aspx%20%20%20%20>
Broken link
Student Services Master Plan
<https://www.lamission.edu/lamcplanning/documents/2012-2017%20-%20LAMC%20Student%20Services%20Master%20Plan.pdf>
Human Resource Plan
<https://www.lamission.edu/lamcplanning/documents/HR%20Master%20Plan.pdf>
Technology Master Plan
<https://www.lamission.edu/it/docs/TMP-Final-11-18-10-Approved.pdf>
- I.B.4-12 Program Review sample site(s) for academic program(s)

<http://academic.lamission.edu/uniteffectiveness/>

Spring 2015 Comprehensive Program Review Reports and Responses

<http://www.lamission.edu/eduplanning/programreview.aspx>

- I.B.5-1 Program Reviews
<http://academic.lamission.edu/uniteffectiveness/>
- I.B.5-2 Minutes and Agendas of annual College Council Retreat
<http://www.lamission.edu/council/2010retreat.aspx>
- I.B.5-3 Annual College Effectiveness Reports
<http://www.lamission.edu/irp/planning.aspx>
- I.B.5-4 LAMC Strategic Plan (2008-2009)
<http://www.lamission.edu/eduplanning/PlanDocs/Strategic%20Master%20Plan%202002-10-2009.pdf>
LAMC Mission statement
<http://www.lamission.edu/community/aboutmission.aspx>
LAMC Retreat Agendas and Minutes
<http://www.lamission.edu/council/2010retreat.aspx>
- I.B.5-5 Annual College Effectiveness Reports
<http://www.lamission.edu/irp/planning.aspx>
- I.B.5-6 SLO Course Assessment Schedule
<http://www.lamission.edu/slo/docs/Assessment%20Plan%20for%20CSLOs.docx>
PLO Master Assessment Schedule
<http://www.lamission.edu/slo/reports.aspx>
ILO Master Assessment Schedule
<http://www.lamission.edu/slo/reports.aspx>
- I.B.5-7 Program Reviews
<http://academic.lamission.edu/uniteffectiveness/>
- I.B.5-8 DE Program – 3 Year Plan
<http://lamc-ddl.pbworks.com/w/file/attach/92849925/DEPRT-FINAL-2-8-15.pdf>
- I.B.5-9 Program Reviews
<http://academic.lamission.edu/uniteffectiveness/>
- I.B.5-10 LACCD District-wide Student Survey - Fall 2014
<https://www.lamission.edu/irp/surveys.aspx>
LAMC Supplemental Student Services Survey - Fall 2014
<https://www.lamission.edu/irp/surveys.aspx>
- I.B.6-1 Equity Plan
- I.B.6-2 Program Reviews
<http://academic.lamission.edu/uniteffectiveness/>
- I.B.6-3 CTE Perkins IV Report
https://misweb.cccco.edu/perkins/Core_Indicator_Reports
- I.B.6-4 LAMC STEM Narrative page 2ff
- I.B.6-5 STEM 2014 Annual Performance Report, pages 3, 4, and 9-10
- I.B.6-6 ILO Master Assessment Reports
<http://www.lamission.edu/slo/2012reports.aspx>
- I.B.6-7 Disaggregated ILO Data

	http://www.lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf
I.B.8-1	Institutional Effectiveness Reports http://www.lamission.edu/irp/planning.aspx
I.B.8-2	College Council annual retreats http://www.lamission.edu/council/2010retreat.aspx
I.B.8-3	Office of Institutional Effectiveness website http://www.lamission.edu/irp/default.aspx
I.B.8-4	Flex Day agendas http://www.lamission.edu/facstaff/staffdev/flexday.aspx
I.B.8-5	Spring into Spring agendas http://www.lamission.edu/facstaff/staffdev/springPDday.aspx
I.B.8-6	SLO Summit summary http://www.lamission.edu/asc/3.28b%20SLO_Summit_Fall_2013_Summary.pdf
I.B.8-7	Town Hall Meeting videos http://www.lamission.edu/president/
I.B.8-8	Learning Outcomes website http://www.lamission.edu/slo/reports.aspx
I.B.8-9	Accreditation website http://www.lamission.edu/accreditation/
I.B.8-10	Institution-Set Standards review process http://www.lamission.edu/asc/02015/2.46_Annual%20Process%20to%20Review%20the%20Institution-Set%20Standards.pdf
I.B.8-11	Mission Learning Report (http://www.lamission.edu/slo/reports.aspx) (http://www.lamission.edu/irp/effectiveness.aspx)
I.B.8-12	Educational Planning Committee's Comprehensive program review reports http://www.lamission.edu/eduplanning/programreview.aspx
I.B.8-13	Student Support Services Committee's Comprehensive program review reports http://www.lamission.edu/sssc/programreview.aspx
I.B.8-14	EVIDENCE TITLE
I.C-1	College Council minutes
I.C-2	College website
I.C-3	Fall 2015 Schedule of classes
I.C-4	College Catalog page#
I.C-5	SLO Web site
I.C-6	College Catalog
I.C-7	Discipline website
I.C-8	Discipline website
I.C-9	SSSC Web site
I.C-10	Counseling website SAO
I.C-11	DSP&S website SAO
I.C-12	EOP&S website SAO
I.C-13	Sample of Syllabi
I.C-14	Sample of Syllabi
I.C-15	Screenshot of COR
I.C-16	Screenshot of COR

I.C-17	OIR website
I.C-18a	Faculty website
I.C-18b	Faculty website
I.C-18c	Discipline website
I.C-18d	Discipline website
I.C-19	2015-2016 College Catalog
I.C-20	Fall 2015 Schedule of classes
I.C-21	Fall 2015 Schedule of classes page 2
I.C-22	College Catalog page# accreditation
I.C-23	Accreditation website
I.C-24	Academic Affairs Dean job description
I.C-25	Academic Affairs Scheduler emails
I.C-26	College website
I.C-27	Academic Affairs Dean job description
I.C-28	College Catalog
I.C-29	OIR website
I.C-30	SLO website
I.C-31	Student disaggregated data
I.C-32	Minutes
I.C-33	OIR Training
I.C-34	College Catalog
I.C-35	Screen shots of discipline websites
I.C-36	Required syllabus
I.C-37	SLO assessment matrix
I.C-38	COI minutes
I.C-39	College Catalog
I.C-40	Minutes
I.C-41	Minutes
I.C-42	College Catalog page 20
I.C-43	Eagles' Landing Bookstore website
I.C-44	Financial Aid website
I.C-45	Financial Aid Net Price Calculator
I.C-46	LACCD Board Rule 15002 College Catalog Page#
I.C-47	LACCD and AFT Agreement 2014-17
I.C-48	LAMC Senate Faculty Ethics Statement
I.C-49	College Catalog page#35
I.C-50	Fall 2015 Schedule of Classes page 50-51
I.C-51	LACCD Board Rule 9803
I.C-52	LACCD Board Rule 91101
I.C-53	Faculty Ethics statement
I.C-54	College Code of Conduct
I.C-55	DE Shell Rubric
I.C-56	Faculty Evaluation Form
I.C-57	Student Evaluation Form
I.C-58	Library Screen shot Archived Accreditation materials
I.C-59	Accreditation website

I.C-60	EOP&S annual report
I.C-61	DSP&S annual report
I.C-62	Federal and State reports Financial Aid
I.C-63	Accreditation website
I.C-64	California Department of Health
I.C-65	College Mission Statement
I.C-66	Master Plan

Standard II: Student Learning Programs and Support Services

II.A. INSTRUCTIONAL PROGRAMS

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:

- The various components of the College's mission statement (hyperlink), listed below, are satisfied through a variety of means:
 - 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 (MARKERS FOR ALL).
 - The preparation for successful careers in the workplace is established through the College's rich programs in CTE fields. Various AA degrees, Certificates of Achievement, and Certificates of Accomplishment (insert exact number for each based on 2015-16 catalog), reviewed routinely with input from advisory boards, ensure the concurrence of the College's offerings with industry standards and job market demands (evidence: sample of 4-5 CTE programs - Kelly). The College also utilizes various metrics, such as the CTE Outcome Survey, the Perkins Rate (Find link on OIE under student achievement), and the Gainful Employment Page to remain up to date and relevant in the workforce development of the communities it serves.
<http://www.lamission.edu/careers/programs.aspx>
<http://www.lamission.edu/certs/docs/2013/accomplishment.aspx> (not state-approved)
<http://www.lamission.edu/certs/docs/2013/achievement.aspx> (state-approved) - these are the only ones we count)
 - The improvement of basic skills is sustained by a plethora of courses in pre-collegiate mathematics (arithmetic, pre-algebra, elementary and intermediate algebra) each offered in a variety of formats and lengths, Noncredit ESL, English Fundamentals, Credit ESL, Developmental Communication, and GED preparation (link Math, English and ESL course sequence charts). 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 Math. The College monitors its effectiveness by way of the Essential Skills Committee as well as the Chancellor's office basic skills tracking tool (MARKERS).
 - The development of critical thinking and lifelong learning is monitored through a rigorous curriculum process (samples – Kelly) and the development, appraisal,

and review of SLOs in a variety of courses across multiple disciplines that include a problem solving component. (Deborah or Nick). In addition to the faculty-driven processes in curriculum and SLO assessments, students are invited determine their own evolution where they are asked to assess the progress, if any, that they have made in learning effectively on their own. (Question 25H - Fall 2014 LACCD Student Survey) http://www.lamission.edu/irp/docs/Fall_2014_On-Campus_Survey_Results.pdf

- 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, offered on and off campus, have been invaluable in strengthening the community's employment prospects and integrating the immigrant population into the fabric of society. In recognition of the culture and ethnicity of the communities served by the College, Chicano Studies was established as a stand-alone department in 2009-10. The Child Development Center, while serving as a practicum laboratory for child development students, offers affordable, accessible, and high quality childcare to the community.
- The College ensures that its instructional programs remain appropriate to higher education by means of its course outlines, exit standards, and institutional learning outcomes:
 - Course Outlines of Record 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.
 - Exit standards 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 and adequately prepare students to succeed in the discipline (assist.org)
 - Institutional Learning Outcomes address and measure the attributes and skill sets expected in higher education. These are embedded in the College's courses and various programs and ensure the preparation of students for transfer or the work force (need list of courses linked to each ILO).
 - The quality of online courses is monitored by the Distance Education Committee and guidelines for Distance Education instruction are clearly outlined for faculty [II.A1-¹].
- All instructional programs culminate in student attainment of identified student learning outcomes:
 - Regular and rigorous assessment cycles lead to continuous improvement in student learning at the course, program, and institutional levels (SLO website)
 - Semi-annual department chair SLO 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. (posted online – Deborah)

¹ <http://lamission.edu/de/online-teaching/>

- Instructional programs lead to the achievement of degrees, certificates, employment, or transfer to higher education programs:
 - Data on achievement, Transfer Model Curricula, and CTE certificates are closely monitored and benchmarked (Luiza's email for 2014 and 2015 certificates) -- Link to achievement on OIE) according to Institution-Set Standards for Student Achievement (http://www.lamission.edu/irp/docs/Mission_Learning_Report_Fall_2014.pdf). I
 - In addition, the College utilizes various metrics such as successful course completion and retention, fall-to-fall persistence, degree and certificate completion, and transfer to the CSU and UC systems to measure its instructional programs' effectiveness in granting degrees, certificates, or facilitating transfer. Institution-Set Standards Data: http://www.lamission.edu/asc/02015/2.47_Institution-Set%20Standards-LAMC%20Data%20Packet%20and%20State%20and%20District%20Comparison.pdf
 - To further support and encourage students to transition to a four-year institution, the College has entered into a Transfer Alliance/Honors Program (TAP) with UCLA (<http://lamission.edu/honors/default.aspx>) and maintains Transfer Admissions Guarantee (TAG) agreements with six UC's for Fall 2016 <http://lamission.edu/transfercenter/>
 - Transfer Center services for college applications, exploring majors, major preparation course information, and researching universities <http://lamission.edu/transfercenter/>

Analysis and Evaluation:

The College ensures that the fields of study offered are consistent with the components of the institution's mission:

The preparation for transfer is supported by the 11 Transfer Model Curriculum (TMC) degrees (evidence), Plans A and B for associate degrees, and general education transfer agreements with the UC and CSU systems. 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. Overall, the College offers xxx fields of study on campus in xxxx disciplines.

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. <http://www.lamission.edu/irp/docs/Transfer.pdf>

A robust Transfer Center assists students with the selection of majors and institutions, filing deadlines, information on articulation agreements with various colleges, the transfer admissions guarantee, as well as the application process. The Transfer Center offers one-on-one counseling

to all students, regularly schedules transfer workshops, and facilitates appointments with various college and university representatives.

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. <http://www.lamission.edu/careers/default.aspx>. The College regularly monitors job market demands and stays abreast of industry standards through career and technical education advisory boards and a rigorous review of its curricula (LINK TO SAMPLE ADVISORY BOARD MINUTES). 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 allow the College to establish benchmarks, compare itself with similar institutions, and track overall student success. (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Core_PerformanceTrendReport_College.aspx)

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 (<https://mymission.lamission.edu/soco/Results.aspx?Secs=0365,0366,0368,0369,0370,0371,0372,0373,0376,0377,0378,0379,0380,0381,0382,0383,0384,0385,0386,0387,0389,0390,0392,0394,0395,0396,0397,0398,0399,0400,0401,0402,0403,0406,0407,0408,0409,0410,0411,0412,0413,0414,0416,0417,0419,0420,0421,0423,0424,0427,0428,0429,0807,0813,3254,3256,3257,3258,3259,3261,3262,3263,3265,3270,3271,3273,3275,3276,3277,3278,3279,3280,3281,3282,3283,3284,3285,3287,3288,3806,0233,0234,0235,0236,0237,0238,0239,0240,0241,0242,0243,0245,0820,3135,3136,3137,3138,3139,3140,3141,0290,0291,0292,0293,0294,0297,0300,0303,3180,3181,3182,3183,3184,3187,3190,3193,0295,0296,0298,0299,0301,0302,0304,3185,3186,3188,3189,3191,3192,5847,5850,5851,5852,8860,8862,8863,8866,8867,8869&YrSem=20153&Filter=0>). Courses are often offered in a variety of lengths and formats to fit student needs and background. 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 containing critical thinking as part of their learning outcome. The commitment in lifelong learning is inherent in the open door policy for students of all age and background, community courses in physical education and culinary arts, the child development center. 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 asks them to self-assess their ability to learn effectively on their own (question 25H of 2014 LACCD survey – link above in evidence).

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, a child development center, and the Chicano Studies department. This latter is involved in the community and offers courses that reflect the culture and ethnicity of the majority of its student body and neighborhoods it

serves. The media arts center, currently under construction, will house a theater intended to bring cultural events and performances open to the public.

The institution ensures that its programs and services are of high quality and appropriate to an institution of higher education as College programs are designed to culminate in the attainment of SLOs, PLOs, ILOs, degrees, certificates, employment, and/or transfer to higher education programs.

Results of the fall 2014 instructors survey, conducted by the Office of Institutional Effectiveness, show that the vast majority of faculty, both full-time and adjunct, use various styles in their teaching. Technology is supported by smart classrooms on campus and the utilization of Etudes, the current learning management system. In addition, the College's expanding offerings in distance education (DE), overseen by the Distance Education Committee, undergo a rigorous approval process and are commensurate in content and rigor with face-to-face sections.

(http://www.lamission.edu/enrollment/c/C_120313/DE%20Notification_PD%2040.pdf;
<http://lamission.edu/de/shell-review.pdf>)

Los Angeles Mission College meets this standard.

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:

- Content and methods of instruction meet generally accepted academic and professional standards and expectations:
 - All Course Outlines of Record (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. (planning stages)--- (quarterly reports?)
 - All instructor syllabi include the mandated standards set forth by the LACCD Board of Trustees and are posted online each semester. (Board Rule see Deborah's email ---
 - The faculty evaluation process, as outlined by the Guild Collective Bargaining Agreement, requires all faculty participation in the assessment of SLOs (link to relevant portion of CBA – HR's website – cross reference with std IIIA)
 - Viability studies, as outlined in Standard IB (or was it IA?) provide a tool for the College to review its programs. In recent years, PACE, Cooperative Education, and Professional Studies have undergone a viability study and recommended changes been implemented accordingly. (MARKER)

- Mechanisms that relate to the quality, improvement of instructional programs and related services include: the oversight of Educational Planning Committee [II.A1-²], the program Review validation mechanism [II.A1-³], the Curriculum approval process [II.A1-⁴], participation in statewide initiatives such as SB1440 [II.A1-⁵], the establishment of advisory committees for CTE courses/programs [II.A1-⁶], online database for reporting Student Learning Outcomes (SLOs) [II.A1-⁷], Program Learning Outcomes (PLOs) [II.A1-⁸], Institutional Learning Outcomes (ILOs) [II.A1-⁹], Student Service Area Outcomes (SSAO) [II.A1-¹⁰], Distance Education (DE) Committee [II.A1-¹¹], Labor Market Scans [II.A1-¹²], Assessment of Student Achievement [II.A1-¹³], support resources for Honor Students [II.A1-¹⁴], provision of support resources for Transfer Students [II.A1-¹⁵], survey of student learning differences [II.A1-¹⁶],
 - 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, Professional and Staff Development Committee [II.A2-¹⁷], Professional Growth Committee [II.A2-¹⁸], LAMC Faculty Academy [II.A2-¹⁹], LACCD's Faculty Teaching and Learning Academy FTLA [II.A2-²⁰], and academic departments [II.A2-²¹].
4. College Classroom assessment techniques (AJ)
 5. Deep Dialog Survey
- The Flex Day and District Academic Senate Summit are important events for exchanging information about pedagogical skills, academic standards, and program discussions [II.A2-²²]. In addition to opportunities provided by the College, several faculty members participate in the annual District Faculty Teaching Learning Academy (FTLA). (marker)

² <http://www.lamission.edu/eduplanning/default.aspx>

³ <http://www.lamission.edu/asc/02015/9.12%20SS%20Comprehensive%20Program%20Review%20Validation%20FormRubric.pdf>

⁴ <http://www.lamission.edu/curriculum/resources.aspx>

⁵ http://lamission.edu/enrollment/c/C_021511/Transfer%20Degree%20Resolution.pdf

⁶ <http://www.lamission.edu/asc/02015/2.31b%20Business%20CAOT%20Advisory%20Committee%20Minutes%2005-16-14.pdf>

⁷ <http://www.lamission.edu/slo/>

⁸ <http://www.lamission.edu/asc/02015/2.10a%20Steps%20tp%20Record%20Plo.pdf>

⁹ <http://www.lamission.edu/slo/generaleducation.aspx>

¹⁰ <http://www.lamission.edu/sssc/SAO.aspx>

¹¹ <http://lamission.edu/de/dep.pdf>

¹² <http://www.lamission.edu/irp/docs/2-LAMC%20related%20TOP%20code%20Details.pdf>

¹³ <http://www.lamission.edu/2013accreditation/achievementdata/Student%20Data%20Requirements.pdf> OLD

¹⁴ <http://www.lamission.edu/honors/>

¹⁵ <http://www.lamission.edu/transfercenter/>

¹⁶ http://www.lamission.edu/irp/docs/Fall_2014_Student_Learning_Differences_Follow-Up_Report.pdf

¹⁷ <http://lamission.edu/law/jordan/staffdev/>

¹⁸ <http://www.lamission.edu/professionalgrowth/>

¹⁹ <http://www.lamission.edu/2013accreditation/evidence2a/FacultyAcademyThreeYears.pdf>

²⁰ FTLA Survey Report

²¹ <http://www.lamission.edu/students/disciplines.aspx>

²² http://lamission.edu/forms/flex_forms.aspx

- Faculty are routinely invited to participate in pedagogy workshops organized by the Eagle's Nest [II.A2-²³] and Etudes (the College's current learning management system) trainings [II.A2-²⁴].
Eagle's Nest Surveys
Exit Survey for the College Faculty Academy (Michael)
Flex Day (spring & fall) surveys
Other surveys (ask Patricia)

Analysis and Evaluation:

The approval of Course Outlines of Record (CORs) by the State Chancellor's Office, articulation agreements with various colleges and universities, learning outcomes assessments, program review, adherence to statewide minimum qualifications and Faculty Service Areas (FSA) in adjunct and faculty hires, advisory board 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 established through CORs and monitored by the Curriculum Committee. Learning outcomes and assessment cycles are established for each course, program, certificate and degree. Faculty are supported in their efforts to establish, assess, and systematically review learning outcomes by the College's Learning Outcomes Assessment Committee (LOAC), the SLO Coordinator, and two Assistant SLO Coordinators. Every SLO is assessed at least every three years. Currently, all course SLOs have been assessed. (ACCESS TO DATABASE)

The Program Review Oversight Committee (PROC) oversees the program review process for all College divisions. Program Review provides a systematic structure and guidelines to continuously improve instructional courses, programs and directly related services by way of systematic evaluations. (PROC website and program review process)

The College upholds professional standards for all faculty through a variety of means, including adherence to state-mandated minimum qualifications and Faculty Service Area (FSA) requirements for California community colleges. In addition, the College's Faculty Academy, primarily geared toward new instructors, offers seminars on pedagogical issues and the overall academic landscape. The Professional Development Committee's scheduled workshops on Flex Day and other times throughout the year support faculty development and methodologies and best practices. 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, the Learning Management System in use, are also available to all faculty. In addition to opportunities provided by the College, several faculty members participate in the annual District Faculty Teaching Learning Academy (FTLA).

The College meets this standard.

²³ <http://www.lamission.edu/asc/02015/5.11%20EagleNestEmail.pdf>

²⁴ <http://lamission.edu/de/Section508-training-summer2014.pdf>

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. CW IIA1c

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 departments' course and program assessments and provides an assessment tracking tool for faculty and staff.
(<https://mymission.lamission.edu/faculty/learningoutcomes/management/default.aspx>).
 - [The Learning Outcomes Assessment Committee \(LOAC\), chaired by the SLO coordinator, ensures the relevance of all SLOs and provides guidelines to discipline faculty for the development of meaningful learning outcomes and their respective assessments. In addition, LOAC maintains and updates the Master Assessment Schedule and Reports on its website. Assessment schedules are posted and updated yearly on the SLO website, in program review, and on department Web pages.](#)
(<http://www.lamission.edu/slo/reports.aspx>);
(<http://www.lamission.edu/slo/loac/default.aspx>)
 - Department Chairs' Semi-Annual Reports provide opportunities at regular intervals for discipline faculty to assess their courses and learning outcomes, engage in data analysis, examine their rubrics and objectives, effectuate improvements, and submit appropriate resource requests in support of innovative delivery in instruction.
- The institution has officially approved and current course outlines that include student learning outcomes. Learning outcomes are part of the curriculum approval process for all courses, certificates, and degrees. Course SLOs are part of the official course outline of record (COR) and are posted in the electronic curriculum database (ECD) as well as on the SLO online system. (marker). LAMC's learning outcomes for its programs, certificates, and degrees are posted in the College Catalog, on the College website, and are also part of the SLO online system.
- Every student in every course section receives a course syllabus that includes the same student learning outcomes that are part of the course outline of record (COR). All syllabi are posted on the Schedule of Classes Online.
(<https://mymission.lamission.edu/soco/?yrsem=20151>)

Analysis and Evaluation:

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*, programs (PLOs)*, certificates, and institutional outcomes (ILOs)* are required to be assessed on a rotating three-year cycle; however, most instructors assess their courses at least every other year. Furthermore, the curriculum process* ensures the systematic inclusion of SLOs on all active CORs. (2.7).

The College is currently at 100 percent compliance in the assessment of all its PLOs and course SLOs (2.9, 2.10, 2.11, 2.12, 2.13, 2.17, 2.18). In addition, the College's seven ILOs were assessed in 2011 using a student survey; this was followed by an additional assessment of each individual ILO* (2.18) and the results and recommendations discussed in LOAC (2.20).

Follow-up discussions and subsequent assessments are planned by LOAC (2.24).

Course syllabi are posted online for each section and course and disseminated to students by either hard copy or Etudes Learning Management System. Faculty are required to include course SLOs on all syllabi. Furthermore, the assessment of learning outcomes is viewed as all faculty members' responsibility and its compliance a dimension of their performance evaluations.

Los Angeles Mission College meets this standard.

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 (need the sequence charts for Dev Com and ESL)
Math prerequisite diagram:
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=743#home>
- The College clearly distinguishes its pre-collegiate curriculum from college level curriculum in its reports to the Chancellor's Office (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=743#home>), the Curriculum Approval process (<http://www.lamission.edu/das/E65secondRev.html>), and its assessment tools and methodologies (<http://www.lamission.edu/assessment/>); COR section 5 (screenshot); Transfer list (assist.org)
- The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college through a variety of means, including but not limited to dedicated tutoring services in ESL, developmental communications, and pre-collegiate mathematics. Tutoring services are available online, in the Learning Resource Center and the Math Tutoring Center (<http://www.lamission.edu/mathcenter/>). In fall 2015, the College began its work on creating pathways from noncredit to credit courses in ESL, as well as a smoother transition from ESL courses to collegiate level English. The mathematics department has also developed new courses and in a variety of formats to facilitate students' transition to college-level coursework. In addition, large posters demonstrating the mathematics sequence (and the various pathways to success) were posted around campus in fall 2015. (markers)

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. During 2013-14, a total of 3,116 students took an English or ESL placement exam at the College. 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.

Pre-Collegiate courses are offered primarily in English, mathematics, developmental communications, ESL, and GED preparation and address student deficiencies in basic math as well as reading and writing skills.

The college offers **xxx** sections of English pre-collegiate courses, and **xxx** sections of mathematics pre-collegiate courses each semester and clearly distinguishes those 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 such as “Improvement Rates for ESL and Credit Basic Skills Courses” and regularly tracks student success and grade distribution per subject and course level (<http://academic.lamission.edu/reports/gradedistribution/>).

The College utilizes funds provided by Title V Hispanic-Serving Institution, Basic Skills, and STEM grants to help students succeed in pre-collegiate levels and successfully transition to collegiate coursework. Programs involve extensive support through the Learning Resource Center in the form of one-on-one tutoring and assistive software, embedded tutoring in various basic skills courses, supplemental instruction, and faculty training. As of August 2015, the College has contracted with Link-Systems International to offer online and phone tutoring using Whiteboard technology in a variety of topics, including developmental mathematics, ESL, and Writing. The Summer Bridge Program for First Year Experience (FYE) students provides yet another avenue to help students transition into collegiate work.

The mathematics, English and Developmental Communication departments have established clear transitional 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 exploring pathways from noncredit ESL to credit ESL and English. It has been planned for the assessment center to visit all noncredit ESL courses at levels 3 and above and administer the ESL placement exam. By incorporating the placement test into class time, the College hopes to remove one barrier of transition as well as encourage students to continue their studies in credit bearing courses.

Cooperative efforts for outreach with high schools have also been developed through the STEM program to (1) promote LA Mission College and the STEM program on campus; (2) provide and promote scholarships for high school students entering community colleges or universities; (3) create collaborations with other sources to assess students in earlier grades (9-11), create

Summer Academies for seniors to provide supplemental instruction, and in class presentations on STEM courses for all high school grades. Implementation of these efforts has proved successful for students in STEM areas and has been modified to improve and provide support services for entering high school students in the STEM areas. These modifications include greater focus for in-class presentations, providing of directed process assistance with LAMC applications and assessment, and providing incoming students with e-student services. This outreach effort is being used by other areas in the college as a model for development of similar outreach and service efforts, but has not had equal success possible due to lack of a designated person responsible for oversight of these efforts.

Los Angeles Mission College meets this standard.

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.

Evidence of meeting the Standard:

- The College regularly ensures that 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:
 - Courses and units are based on the Carnegie hour and college-level classes are consistent with their counterparts in four-year institutions or other comparable community colleges.
 - Articulation agreements with various institutions attest to the College's congruence with common practices in higher education.
 - Course outlines are regularly monitored by the Curriculum Committee and submitted for approval to the State Chancellor's Office. Course sequencing and prerequisites are established by discipline faculty and overseen by the Curriculum Committee <http://www.lamission.edu/curriculum/>
 - All relevant information pertaining to various programs, degrees and certificates is updated annually in the College catalog. (Link to 2015-16 version)
 - The Office of Admissions and Records verifies the completion of all coursework before granting degrees and certificates.
 - To facilitate students' progression and timely completion of certificates and degrees, many departments provide sample course sequences that are broken down by semester (<http://www.lamission.edu/certs/>). Furthermore, all courses within a program are scheduled in accordance with the Strategic Enrollment Plan and heed a two-year scheduling practice. (Look at p 115 of 2013 report) ---
- Minimum degree requirements are clearly established in the College catalog (page on minimum degree requirements in 2015-16 version). All the associate degrees, including the Transfer Model Curriculum degrees, necessitate the completion of 60 semester units in accordance with various majors' requirements.

Analysis and Evaluation:

Internal evidence of instructional quality includes retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of achievement, and skill certificates. External evidence of instructional quality includes 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 demonstrated by the College's 43 associate degrees, 11 transfer degrees, 19 certificates, 20 skill certificates, and courses in over 50 different disciplines (Tables 5 and 6).

TABLE 5 NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2014-2015 CATALOG)	
Associate of Arts	40
Associate of Science	3
Transfer Model Curriculum Degree	7 +(2 effective Fall 2015)
Certificates of Achievement (Over 18 units)	19
Skill Certificates (Less than 18 units)	20

In 2015-2016 the College maintains articulation* agreements with 9 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 6 UC campuses (II.A-18). Additionally, the College also has articulation agreements with many private and out-of-state colleges and universities. The unit requirements for AA degrees, set at a minimum level of 60, are consistent with the State Chancellor's Office graduation requirements.

The College monitors its course rigor and sequencing within disciplines through discussions with faculty and department chairs and district discipline committees. The sequencing of courses is also determined through the curriculum process by identifying prerequisites and co-requisites as outlined in the Curriculum Procedures Manual (II.A-20).

As is evident from Table 9, the grade distribution of LAMC students is very similar to the District grade distribution, which demonstrates the consistent rigor of instruction at Los Angeles Mission College compared to other colleges in the District (II.A-21). Move table to Evidence.

TABLE 9
GRADE DISTRIBUTION
LOS ANGELES MISSION COLLEGE COMPARED TO DISTRICT

		Fall 2012		Fall 2014	
Outcome	Grade	District	Mission	District	Mission
Successful	A	27.0%	26.7%	26.5%	24.5%
	B	19.4%	19.5%	19.1%	18.0%
	C	15.2%	15.4%	15.0%	15.0%
	P	6.8%	7.6%	5.9%	6.8%
	% Subtotal	68.3%	69.2%	66.5%	64.2%
Unsuccessful	D	5.5%	5.3%	5.6%	6.0%
	F	10.2%	10.4%	11.0%	12.2%
	I	0.7%	0.2%	0.8%	0.3%
	N	1.2%	2.6%	1.1%	2.6%
	W	14.1%	12.3%	14.9%	14.7%
	% Subtotal	31.7%	30.8%	33.4%	35.8%

The California State University system provides student data in the CSU's California Community College Academic Performance Reports. The reports for the most recent three years for which data are available indicate that Los Angeles Mission College students on average enter the CSU system with a slightly lower GPA, have slightly lower persistence rates, and maintain a slightly lower GPA than the system wide population (II.A-22).

Los Angeles Mission College meets this standard.

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.13 (ER 9) CW New Standard

Evidence of Meeting the Standard:

- The College has developed and follows a Strategic Enrollment Management (SEM) Plan (2012-15) (Link) to allow for students' timely completion of degrees and certificates.
- Departments follow the Schedule Development Guidelines (2012-2013) for their with the specific intent to facilitate student completion of various programs of study. In fact, question 2 in the comprehensive program review requires departments to justify their offerings in the context of SEM. (Link)
 - The post-graduation survey of students has provided valuable information in identifying barriers to success for many students (Table 11 below – move to evidence)

- The Student Equity Plan (link) serves as a blueprint to help the College identify achievement gaps and implement strategies to support disproportionately impacted groups.

Analysis and Evaluation:

The median time to completion for students earning an Associate Degree in 2013-2014 at Los Angeles Mission College was four years, which is the same for most colleges in the District (Table 10). The median time to completion for students earning a certificate (excluding those of less than 18 units) at the College in 2013-2014 was also four years, which is the same as for most other colleges in the District.

TABLE 10 (CHANGE NUMBER) MEDIAN YEARS TO COMPLETION FOR ASSOCIATE DEGREE AND CERTIFICATE RECIPIENTS AT LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES (2013-2014 award recipients)										
	City	East	Harbo r	Missio n	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

Although 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 four years, course offerings are scheduled so as to allow completion within two-year span.

In order to better serve the educational needs of its student population, LAMC makes enrollment management a priority. In fall 2011, the Strategic Enrollment Management Committee (SEM) developed guiding principles (II.A-23) that address how classes are scheduled and eliminated following matriculation and budgetary constraints. Based on these guidelines, courses that are critical to the mandated mission of the College receive the highest priority for scheduling. Transfer (including general education (GE) and degree applicable courses), CTE courses leading to program completions, and Basic Skill classes all have high priority. The department chairs, in consultation with the respective deans, utilize the Enrollment Management Rubric (II.A-24) to guide decisions when creating the class schedule, especially in cases where class reductions are required. The guiding rubric categorizes the types of class reductions: Level One reductions involve cutting classes of multiple sections with the emphasis being on offering a balance of morning, afternoon, and evening classes; Level Two reductions are those dealing with required and/or elective courses; Level Three looks at past history of class offerings such as enrollment and/or retention; lastly, Level Four reductions look at graduation requirements, collective bargaining issues (assuring full-time faculty loads), and preserving sufficient offerings of math and English classes for program completion.

TABLE 11
LAMC Class of 2015 Post-Graduation Survey (N=338)

<i>How satisfied were you with the following?</i>	<i>% Satisfied or Very Satisfied</i>
<i>Overall quality of your program</i>	90.5%
<i>Quality of your courses</i>	94.4%
<i>Overall college experience</i>	90.1%
<i>Online course(s), if applicable</i>	78.6%

Title 5 changes of 2009 in English and Math graduation requirements have created additional hurdles for many degree seeking students and have lengthened the graduation timeline. The College has attempted to help students meet these increased requirements through initiatives such as Achieving the Dream, a STEM grant, and revision of the math curriculum.

A number of other barriers to completion have been identified, including: outside obligations, financial difficulties, poor academic preparedness, and insufficient academic or career advising. The Fall 2013 Student Survey on Course Enrollment and Success covers barriers to student success and reasons behind the failure to complete programs within the normal time. The most commonly reported factors affecting student success were financial issues and the inability to register for the courses students needed. About half of respondents (48 percent) reported financial obligations as being a problem for them in succeeding at LAMC. Courses shortages in 2011-2013, largely due to the financial crisis, have been resolved of late. The College has been able to expand its offerings since 2014 to better meet student needs.

Offering sufficient breadth and sequencing of courses is a complex component of the enrollment management process. Department chairs meet monthly with the Academic Affairs leadership in Council of Instruction meetings to discuss enrollment management, reductions in sections, and other issues.

Strategies to decrease the amount of time it takes LAMC students to complete certificates of achievement now include sample course sequences, and Student Education Plans.

Los Angeles Mission College meets this standard.

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) (link), submitted to and reviewed by the State Chancellor's Office, provides a blueprint for identifying achievement gaps across various student groups and establishing methodologies to target disproportionately impacted populations.
- The College supports various content delivery modes, including face-to-face, hybrid, and online methodologies. All courses with a distance education (DE) component follow DE course guidelines and delivery as established by the DE Committee.
<http://www.lamission.edu/dsps/>. The success rates of online and on-campus classes are routinely monitored to ensure consistency and equity across various formats.
http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx
- Teaching methodologies vary across disciplines and are tailored to increase student engagement and success. Faculty have the option of utilizing smart classrooms to integrate the use of technology in their lessons (email from Facilities, Jim Liko to R. Rains), participate in field trips, avail themselves of embedded tutors, arrange groupwork and supplemental instruction, or propose any other innovative approach based on sound pedagogical research. In addition to various methodologies described above, some disciplines such as child development offer bilingual courses in Spanish/English to increase the success rate of the College's large Latino/Hispanic student population. (link to list of bilingual courses from CD Dept)
- Learning support services reflect the diverse and changing needs of its students, in support of equity in success for all students.
 - The Disabled Students Program and Services (DSP&S) Department offers a variety of services and adaptive technology to assist students with various learning and physical disabilities. (link to DSPS website)
 - In the LRC, students have access to in-person and online workshops, as well as online tutoring services. Online materials are delivered through various modes, including videos, PowerPoint presentations, academic games, and downloadable quizzes.
 - The Child Development Resource Center (TDRC) offers specialized tutoring as well as print and online research material to child development students.
 - The Chicano Studies Resource Center provides a place of gathering for cultural events, lectures, and extended interactions between students and discipline faculty.
 - In its quest for equity and closing the achievement gap, the College participates in Achieving the Dream (AtD), a nationwide initiative to close equity gaps and increase graduation rates. (link)

Analysis and Evaluation:

In addition to traditional classroom-based instruction and lab courses, the College offers a variety of delivery systems to meet the diverse needs of students in terms of ability, language, interest, learning style, and academic readiness.

Inter-departmental relationships exist between the Disabled Students Program and Services (DSP&S) Department and academic disciplines to coordinate services, resources, and support for students with special needs. Assistive technology, specialized tutoring, learning skills classes, introduction to various laws and regulations protecting students with disabilities, are a sampling of services offered in the center.

On course syllabi, faculty are required to (BOARD RULE) encourage students with special needs to identify themselves to ensure that adequate support and reasonable accommodations can be made to meet their needs.

The College accommodates the wide range of learning styles and student needs by providing combinations of lectures, laboratories, seminars, electronic presentations, small group experiences, collaborative projects, internships/externships, embedded tutoring, and field experiences. In the last few years, the College has greatly increased the number of Smart classrooms and conference rooms to a total of 103 for the campus. The smart classrooms provide instructors with technology to enhance lectures, use PowerPoint, show videos, play podcasts, and display information from the Internet during class. The classrooms and laboratories in the Center for Math and Science, Health and Fitness Athletic Center, and Culinary Arts Institute Building all have state-of-the-art instructional technology.

The Child Development Department offers several bilingual (English/Spanish) sections. The department also boasts a Child Development Student Resource Center, open five days a week, with a range of services such as bilingual tutoring, a lending library, computers, laptops and iPads, curriculum resources, workshops, seminars and space for students to do homework and group work.

In 2011 the College joined the Achieving the Dream Initiative to develop strategies to increase student success; for example, information obtained from Achieving the Dream focus groups and data compiled by the Dean of Institutional Effectiveness resulted in initiatives in Math, English and Student Services. The mathematics department has developed a program to improve retention and success rates in Elementary Algebra (Math 115). The English department has developed a pilot program to allow students to take freshman level composition (English 101) concurrently with English 28 which is one level below. In addition, within Student Services, Counseling has updated its orientation process to reinstate face-to-face sessions.

To provide quality online education at the College, the Distance Education* (DE) Committee, with assistance from the Educational Planning Committee (EPC), developed policies and guidelines to enhance the effectiveness of its online classes (<http://www.lamission.edu/de/>).

The College ensures that the diverse needs of students are met is through the delivery and support systems available throughout the students' academic experience. The Learning Resource Center (LRC) offers a wide variety of workshops and tutorials to support student learning and student success. In the LRC's Science Success Center and Academic Success Center (II.A-31), students have access to in-person and online workshops. Online materials are delivered through various modes: videos, PowerPoint presentations, academic games, and downloadable quizzes.

Los Angeles Mission College meets this standard.

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:

- The Math department uses a common final examination for many of its courses (evidence marker).
- The Biology department uses a common final examination for one of its courses (evidence marker) --- Mike Reynolds
- The College has distributed information on Credit by Exam best practices to all academic departments and discipline advisors (evidence marker). – ask Madelline (p. 48 of 2014-15 catalog)

Analysis and Evaluation:

Several disciplines use departmental course examinations, including the Life Sciences and mathematics departments. Discipline faculty have developed standardized tools to effectively measure student learning and minimize test bias. For example, all Elementary Algebra (Math 115) sections participate in the common final exam that is scored based on a standardized rubric (IIA.1 -4). The Math Department piloted a Math 125 common final for one year in some selected sections before implementing it in all Math 125 courses for academic year 2014-15.

Mathematics faculty believe that common finals ensure that academic standards are met and that students achieve the stated Student Learning Outcomes.

Direct assessment of prior learning for courses taken at another institution occurs through counseling and involves the comparison of course outlines in cases where articulation agreements do not exist. Credit by examination, based on a passing score on an exam, administered by a Discipline or Department is used on rare occasions to accommodate students who may have completed coursework in a foreign country. The College has adopted a policy and procedure for administering Credit by Exam and posted it on the curriculum distributed information on best practices to all academic departments.

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.

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 student achievement of the Student Learning Outcomes (SLOs) of each course (II.A.9-3).
- Program Learning Outcomes (PLOs) are the basis for awarding degrees and certificates at the College (II.A.9-3).
- Units of credit awarded are consistent with institutional policies that 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 College Curriculum Committee takes responsibility for careful review of each Course Outline of Record and Program submission (II.A.9-2).
- The institution does not offer courses based on clock hours.

Analysis and Evaluation:

Course Outlines of Record (COR) are carefully reviewed to ensure that the SLOs listed are aligned with the course description, course objectives, and reflect expected minimum competencies. The COR also identifies the unit credit awarded for lecture and laboratory courses based on the Carnegie Rule and Title 5 regulations, which define one unit of credit as 18 hours of standard lecture, or 36 hours of lab with homework, or 54 hours of lab without homework. The College ensures that the award of credit for courses, certificates, and degrees is based on students achieving the expected learning outcomes and that units of credit awarded are consistent with generally accepted norms in higher education based on the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans continually monitor the status of their curriculum to make sure courses, certificates, and programs are current. SLOs are part of all proposed new courses and course updates and are stated in course syllabi, the SLO online system, and on the SLO Web page. As SLOs are updated on the online system, they are also automatically updated on the SLO Web page which can be viewed by the public.

Course work completed at LAMC may be transferred to four-year colleges and universities through a number of articulation agreements described in the College Catalog and available on the ASSIST Web site at www.ASSIST.org. Students may follow the Intersegmental General Education Transfer Curriculum (IGETC) to meet all the lower division general education requirements at either the University of California (UC) or the California State University (CSU) systems. Students may also follow the CSU General Education Breadth Requirements (CSUGE) to ensure that all lower division general education requirements have been met for the CSU system. The IGETC and CSU GE general education patterns are included in the College Catalog and the Schedule of Classes.

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 makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty:
 - The College catalog clearly states the policies for accepting courses from other institutions (marker)
 - The College maintains articulation agreements with a number of institutions and makes the information available to students. www.ASSIST.org (marker)
 - The Transfer Center assists students by holding various workshops throughout the year (marker)
 - A student exit survey in fall 2014 indicated most students were satisfied with the services in the Transfer Center (marker)
- 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
 - The process of transfer of credit is either reviewed by transcript evaluators (in cases where articulation agreements already exist) or by the Academic Exception Committee (when no articulation agreements are in place with the institution)
[Marker: academic exception petition]
- The College has adopted several Transfer degrees in compliance with California State initiative SB1440. (marker)
- The Counseling Department, in collaboration with discipline specific faculty members, developed and implemented the Discipline Advisors Program and authored the Discipline Advisors Handbook (marker – SSSC minutes).

Analysis and Evaluation:

The College's policies about accepting courses from other institutions are stated clearly in the College Catalog. Transcripts of course work completed at other institutions are evaluated by counselors to determine whether the courses meet course prerequisites and general education requirements, verify comparable learning outcomes, or grant academic credit for courses equivalent in content to LAMC courses.

The Academic Exception Committee, consisting of the VP of Academic Affairs, the Articulation officer, the Admissions and Records Office Supervisor, the Curriculum Dean, two transcripts evaluators, and one faculty member meet on a regular basis to review petitions for academic exceptions, including course substitutions for transfer into the College for the purpose of awarding credit toward a degree or certificate, or waiving prerequisites. To establish equivalency between the transferred course from an accredited institution and its equivalent at the College, the course is initially approved by the appropriate department chair before submission to the Academic Exception Committee. The committee subsequently reviews and compares the catalog descriptions of the courses at both institutions. When a question arises regarding this determination, the committee requests a copy of the course syllabus from the student desiring to transfer a course. Classes from unaccredited institutions are ineligible for this review process.

LAMC maintains Transfer Admission Guarantee (TAG) agreements with the following colleges/universities: University of California: Davis, Irvine (Preliminary Admissions In-The-Field (PAIF)), Los Angeles (Transfer Alliance Program (TAP), Santa Barbara (where identified by major via ASSIST), Santa Clara (Guaranteed Admission for Transfer Entry (GATE)) The College's Articulation Officer, working closely with discipline faculty, initiates articulation proposals with four-year colleges/universities, monitors and mediates agreement development and maintenance with articulating institutions, and disseminates information on current articulation agreements, as well as updates and revisions, to departments, discipline faculty and counselors. Transfer policies are published in the College Catalog. Articulation information and processes can be found on the College's Web site under Faculty Curriculum/Articulation as well as Student Counseling Articulation.

The College participates in the statewide initiative in response to SB1440. To date, 11 Transfer Model Curriculum (TMC) degrees have been approved by the State Chancellor's Office and several additional degrees are in progress.

A full-time counselor is awarded 50 percent reassigned time to handle the responsibilities of the Transfer Center. The Transfer Center also provides students with numerous opportunities to learn about transfer policies including a transfer fair every fall with various representatives from nearby universities, participates in ASO welcome week every fall and spring, publishes transfer workshops in the Weekly Mission newsletter and publishes the transfer center weekly calendar on its Web site.

In fall 2014, the Transfer Center conducted a student exit survey to assess their services to the campus. The results indicated that most students were very satisfied with the level of services provided.

Los Angeles Mission College meets this standard.

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	Relevant ILO
Communication competency	Written and Oral Communication
Information competency	Information Competency
Quantitative competency	Math Competency

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 program student learning outcomes (PLOs) appropriate to the program level as determined by faculty, department chairs, the Curriculum Dean and the Curriculum Committee (A.11-1 College Catalog (<http://www.lamission.edu/schedules/>) (A.11-2 – Curriculum Committee Minutes) PLO assessments are incorporated into the SLO Online System.
<https://mymission.lamission.edu/faculty/learningoutcomes/management/default.aspx>
- The College has conducted two sets of ILO assessments campus-wide, the first in Information Competency in spring 2014, and the second in Written Communication and Ethics and Values during fall 2014. (evidence)

Analysis and Evaluation:

The College Catalog identifies seven Institutional Learning Outcomes (ILOs). These ILOs* are closely aligned with the ACCJC standards and consist of Written and Oral Communication, Information Competency, Problem Solving, Quantitative Reasoning, Aesthetic Responsiveness, Ethics and Values, and Global Awareness. The College recognizes that in order for students to be productive individuals, ethical human beings, effective citizens and lifelong learners, they must achieve competency in these areas. Two of the ILOs, “Ethics and Values” and “Global Awareness,” focus on what it means to be an ethical human being and effective citizen within a civic, historical, political, and social context.

All LAMC courses have identified Student Learning Outcomes (SLOs)* which are linked to the seven ILOs through the online SLO system and the Course Outlines of Record (CORs). Each ILO is supported by a large number of courses across a wide range of disciplines. Faculty regularly assess how well students achieve these learning outcomes. The purpose of these assessments is to identify areas in need of improvement and to implement changes designed to improve student learning.

TABLE XX
SELECT LAMC COURSES THAT SUPPORT INSTITUTIONAL LEARNING
OUTCOMES (ILOs) (Evidence Courses Supporting ILOs 5-2015)

Institutional Learning Outcome (ILO)	Number of Courses	Examples of Courses Supporting ILO
1. Written and Oral Communication	214	CAOT 32: Business Communications English 101: College Reading and Composition History 1 : Introduction to Western Civilization Law 17: Legal Writing Speech 101: Oral Communication I
2. Information Competency	154	Accounting 1: Introductory Accounting I Chicano Studies 37: Chicano Literature Economics 1: Principles of Economics Physiology 1: Introduction to Human Physiology Theater 100: Introduction to the Theater
3. Problem Solving	188	Biology 3: Introduction to Biology Child Development 1: Child Growth and Development Computer Science 407: Programming Logic Math 227: Statistics Psychology 13: Social Psychology
4. Quantitative Reasoning	53	Accounting 15: Tax Accounting I Chemistry 101: General Chemistry I Food Service Management 125: Foods Laboratory Math 125: Intermediate Algebra Sociology 1: Introduction to Sociology
5. Aesthetic Responsiveness	66	Art 101: Survey of Art History I Cinema 4: History of Documentary Film Interior Design 108: Space Planning Multimedia 402: Animation Workshop Music 111: Music Appreciation
6. Ethics and Values	83	Administration of Justice 5: Criminal Investigation Child Development 22: Practicum in Child Dev. I Law 1: Business Law I Philosophy 20: Ethics Sociology 2: American Social Problems

7. Global Awareness	58	Chicano Studies 19 : History of Mexico English 203: World Literature Family and Consumer Studies 3: Menu Planning Political Science 7: Contemporary World Affairs Spanish 10: Latin American Civilization
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Los Angeles Mission College prepares students for lifelong learning and fosters the recognition of what it means to be an ethical human being and effective citizen. The College's commitment to these core competencies is reflected in the seven ILOs*, assessed last in fall 2014.

The Los Angeles Mission College meets this standard.

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.

Evidence of Meeting the Standard:

- The institution requires of all of its associate degree programs a component of general education:
 - Board Rule 6201.14 outlines LACCD's philosophy on general education: "General Education is designed to introduce students to the variety of means through which people comprehend the modern world." At LAMC, these means, as demonstrated by its offerings ([hyperlink to List of course outlines for language and quantitative reasoning courses \(ILOs\)](#) Patricia (ER12), include preparation in the arts and humanities, the sciences, mathematics, and social sciences.
 - In keeping with LACCD Board Rule 6201.14 the College offers three general education plans: the LACCD General Education Plan; the California State University General Education Breadth Plan (CSU GE-Breadth Plan); and the Intersegmental General Education Transfer Curriculum (IGETC). 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. (Board Rule 6201.14)
 - All Associate Degrees require "a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education. Associate degrees for transfer, as defined in California Education Code §66746,

must be aligned with transfer model curricula as approved by the State Chancellor and must require 60 semester units for completion, with at least 18 units of study in a major/area of emphasis and completion of Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education Breadth Requirements.” (Board Rule 6201.10)

- The College catalog clearly outlines all general education, as well as other, requirements for graduation with an AA degree (College Catalog). The College currently offers four different types of associate degrees: Plan A Majors; Plan B Majors; Liberal Arts Degree; Transfer Degree (link to IIA-19, IIA-52, LAMC Associate Degree Plan A/B Form; IIA-53, Competency Requirements for Graduation with an Associate Degree).
- The Curriculum Committee, relying on faculty expertise, reviews all general education courses to evaluate their appropriateness for inclusion in the general education curriculum. Furthermore, the stated learning outcomes in each submitted COR is evaluated to ensure proper alignment with expected competencies. (link to IIA-6, Criteria for the Development of Student Learning Outcomes; IIA-39, Educational Planning Committee).(Curriculum committee website). (hyperlink to ILOs) (*link to IIA-19, Catalog*).
- All general education courses have identified SLOs which are linked to the seven ILOs through the online SLO system (link to Table 13; IIA-19, Catalog) (List of General Education courses that link to specific ILOs—email from Deborah)

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.

In order to ensure college-level rigor and appropriateness of the knowledge and skill levels as identified by SLOs, PLOs, and ILOs, each course offered in the five areas (A to E) must be reviewed and approved by the Curriculum Committee. In addition to general education standards, the College incorporates mathematics and English competency requirements into its AA degrees. Currently, the math requirement is met by completion of a course equivalent to intermediate algebra, or any higher level; the English requirement is met by the completion of English 101.

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. The College recognizes that in order for students to be productive individuals, ethical human beings, effective citizens, and lifelong learners, they must achieve competency in specific areas identified in the seven ILOs. The ILOs “Ethics and Values” and “Global Awareness” specifically address the College’s commitment to ethics and effective citizenship within civic, historical, political, and social contexts.

Los Angeles Mission College meets this standard.

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 associate degree in specialized areas of study. (II.A.13.2)
- The College publicizes degree requirements in the College Catalog and maintains an online catalog with updated curriculum changes.(II.A.13.3)
- Institutional Learning Outcomes are addressed in a variety of courses and disciplines and linked to program and course learning outcomes. (snapshots of CORs needed)
- Each discipline assesses Program Learning Outcomes to ensure the quality of its programs. Data are analyzed during Program Review by each discipline to collect degree completion data. (II.A.13.4)
- In addition, many Career Technical Education disciplines publish brochures containing course-of-study information for specific interests (evidence)
- TMCs each specialize in at least one area of inquiry or interdisciplinary core.
- CTE courses and programs incorporate pathways for students and methodologies for keeping current with industry needs.
(<https://www.lamission.edu/ctetransitions/projects.aspx>)

Analysis and Evaluation:

By completing the graduation requirements listed in the College Catalog, students may earn an associate in arts (AA) or associate in science (AS) degree. To earn most associate degrees, students must complete Plan A or Plan B graduation requirements and the specific list of courses for the major as noted in the College Catalog. Plan A requires 18 units in a designated major, and Plan B requires 36 units in a designated major. Since 2010, eleven (11) Transfer Model degrees have been added in the disciplines listed below to provide students with a strong, basic foundation in core areas of each discipline. These degrees will allow a student to transfer to a CSU and obtain priority in registration. Students interested in transferring and/ completing a degree in those disciplines can meet with a counselor to determine the coursework necessary to complete the requirements (II.A.13.5).

Current TMC degrees:

1. *AS-T Administration of Justice (May 2013)*
2. *AS-T Business (Oct 2014)*
3. *AA-T Communication Studies (Oct 2011)*
4. *AS-T Early Childhood Education (Apr 2012)*

5. AA-T English (May 2013)
6. AS-T Mathematics (Dec 2011)
7. AA-T Philosophy (Dec 2014)
8. AA-T Political Science
9. AA-T Sociology (Dec 2014)
10. AA-T Studio Art (Sep 2013)
11. Fill in the 11th

Many disciplines such as English, Computer Science, Math, 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. Most programs such as English and math require sequential courses, thereby progressively increasing levels of skill and knowledge. Program Learning Outcomes are assessed according to a regular cycle to ensure students are successfully completing these programs.

Faculty review of degrees and certificates occurs during the program review process. The goal of this review is to ensure that LAMC's degrees are closely aligned with four-year university requirements and provide a broader opportunity for transfer and major preparation. The Curriculum Committee and Academic Deans monitor revision and creation of degrees and certificates to ensure currency and relevance of programs that meet the needs of transfer-bound and Career Technical Education students.

Table 5a NUMBER OF DEGREES OFFERED AT LAMC (CCC curriculum Inventory) 6/8/2015	
Associate of Arts	43
Associate of Science	5
Transfer Model Curriculum Degree	10

Los Angeles Mission College meets this standard.

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 26 certificates of Achievement and 22 AA and AS degrees in various fields of Career technical Education (CTE) (2015-16 CATALOG)
- All CTE disciplines maintain advisory committees which meet on an annual basis. (evidence)
- LAMC has a CTE Committee with representation from all CTE areas offered at the College. The CTE Committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards (evidence marker)

- The College hosts career fairs to bring community programs, agencies, and professional organizations to share employment opportunities, information, and industry needs with students (evidence)

Analysis and Evaluation:

The College offers a wide range of Career Technical Education (CTE) certificates and degrees:

NUMBER OF CERTIFICATES OFFERED AT LAMC (CCC curriculum Inventory) Table 5b 7/29/2015	
Certificates of Achievement (Over 18 units)	26
Certificates of Accomplishment (Less than 18 units)	Number

Graduates of these programs are able to demonstrate professional competencies that meet employment standards 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 (from FAQ on the LAMC Paralegal Studies website)
2. The culinary arts department has developed seven certificates in Culinary Arts, Baking, and Restaurant Management (List). In addition, the culinary arts department is currently working on fully aligning its program with the requirements of the *American Culinary Federation*, <http://www.acfchefs.org/>
3. In Computer Science Information Technology, the A+ certification preparation provides students with the workable knowledge needed for the installation, setup, troubleshooting and optimization of hardware and software related to personal computer systems and peripheral devices. This course will cover information needed to prepare for the current A+ certification test and the CISCO IT certification test. (LAMC Catalog, Page 113)
4. The preparation coursework for the Child Development Permit Matrix, required for individuals employed in publicly funded early childhood education programs, is part of the child development department's offerings. In addition, the department provides students the necessary support for the application process with the California Commission on Teacher Credentialing, the entity issuing these certificates. <https://www.lamission.edu/childdevelopment/Matrix%20with%20LAMC%20courses%20-%20April%202013.pdf>

The California Community College Chancellor's Office has identified core indicators for all CTE programs to determine eligibility for Carl D. Perkins Vocational Technical Education Act (VTEA) funding. These core indicators are technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment. The College meets or exceeds the District performance targets on all core indicators (Kelly will send evidence).

The College's CTE programs use several strategies for determining technical and professional competencies required for employment and industry standards. All CTE programs have advisory committees that meet at least once a year. The advisory committees are composed of industry professionals who review CTE programs and give recommendations to keep disciplines current in evolving occupational trends, expected competencies, equipment and professional development (evidence marker). (II.A-60). CTE faculty pursue professional development opportunities in their fields to determine current trends, professional requirements, industry standards, updates in legislation, and employment statistics and opportunities (II.A-61).

CTE programs such as Child Development are involved in local and state organizations to align course offerings, certificate requirements, and degree programs with state legislation (e.g. SB 1440) and to further develop articulation agreements with four-year institutions (II.A-62). Culinary Arts faculty are involved with industry organizations to track changes in business practices as well as competencies required for employment. Culinary Arts offers courses based on national certification competencies required for professional certification of chefs and culinary educators; for example, upon completion of Sanitation and Safety, Culinary Arts 50, students are eligible to complete the national exam to become ServSafe certified (II.A-63).

Although CTE programs do not have a formal method of tracking students once they have left the College, several programs maintain informal connections and are able to provide anecdotal information as to student job placement. Some programs, such as Child Development, are able to maintain these connections through grants that utilize former students in leadership positions within the programs. In this way, past and present students are connected and employment opportunities enhanced. Child Development students are encouraged to obtain Child Development permits which are issued, monitored, and tracked through the California Department of Education's Commission on Teaching Credentialing.

All CTE programs complete comprehensive Program Reviews and an annual unit assessment which include a review and update of their program goals to ensure course effectiveness for students and currency of their programs (II.A-66). Program improvement strategies are developed as a result of these assessments. This process has been responsible for several enhancements in programs; for instance, the Child Development Department developed a Resource Center which provides peer mentoring, student led workshops, a lending library and laptops to assist students in their research projects. The department also expanded their bilingual course offerings and hired a bilingual full-time faculty member to meet the needs of limited English speaking students.

Another such example arises in the Computer Applications and Office Technologies (CAOT) discipline where as a result of their advisory committee recommendations, student demand, the SLO assessment process and program review, the business department developed high demand courses in QuickBooks, Social Media in Business, and School-to-Work Portfolio. To augment its program and increase the relevance of its offerings, the department added courses in Green Marketing and Global Business.

The Paralegal program also is currently developing several new classes to enhance its Paralegal Certificate Program with special concentrations in Environmental Law, Special Needs Law, and

Health Law.

All CTE programs complete comprehensive program reviews and an annual unit assessment comprising of their program goals to ensure course effectiveness for students and currency of their programs (II.A-66). Furthermore, the College is in compliance with Board Rule 6802 (II.A-67) 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.

The current online program review system does not include labor market information and data on other programs in the area. The Educational Planning and CTE Committees are currently working to modify the system to incorporate these requirements.

Los Angeles Mission College meets this standard.

NUMBER OF CTE DEGREES AND CERTIFICATES OFFERED AT LAMC (CCC curriculum Inventory) Updated 7/29/15	
Associate of Arts	20
Associate of Science	5
Transfer Model Curriculum Degree	11
Certificates of Achievement (Over 18 units)	26
Skill Certificates (Less than 18 units)	XX

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:

- Pursuant to Board Rule 6803.10 (II.A.15.1) California Education Code Section 78016, and Title 5 Sections 51022 and 55130, a Program Viability Review* is required prior to program discontinuance and must consider the impact on students and student success if the program is discontinued (II.A.15.2).
- The College updated its Program Viability process to assure that the academic needs of students are considered when programs are eliminated or changed significantly (II.A.15.2).
- Students are provided information regarding program or course changes through the College Catalog (II.A.15.3), counseling sessions (II.A.15.4), faculty advisement , and academic discipline information on the College Web site (II.A.15.6).

Analysis and Evaluation:

If and when a program is eliminated or significantly changed, the College makes every effort to place students in comparable courses or programs and assist them in revising their educational goals as necessary. One of four outcomes of the Program Viability Review process* may be *program discontinuance (termination)* of an existing program, discipline, or department.

In the event of an impending program discontinuance, counselors formally advise students on alternate coursework and the petition process to help them complete their educational goals. The College makes every effort to maintain programs without disruption and works with each student to enable him/her to complete programs that were in effect when the student was first enrolled. This includes a review of the program and modifications to the Student Educational Plan when necessary. The Student Educational Plan (SEP) is developed by mutual agreement with the guidance of a counselor and signed by both parties. Students have catalog rights according to the year they first attended the College as long as they are continuously enrolled. In addition, the Curriculum Committee keeps the campus abreast of any course or program changes through its Web site (II.A.15.7) and reporting at the Academic Senate, and the Educational Planning Committee.

Los Angeles Mission College meets this standard.

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). Each comprehensive Program Review undergoes a validation process whereby the EPC provides feedback to the unit in a written report that includes commendations and recommendations for improvement.
- All non-CTE courses are updated by faculty and submitted to the Curriculum Committee for quality and currency every six years. (II.A.16-2)
- The Curriculum Committee began in Fall 2015 to align CTE Course Outlines of Record with the required two-year cycle of revision.
- As stated in the Los Angeles Mission College Educational Master Plan (EMP), one of the College's major goals is "to assess and modify educational programs, disciplines, and courses to validate student learning and maintain appropriate academic standards and to promote awareness of the College learning outcomes and their incorporation into the curriculum." (II.A.16-3) The 2010-2015 EMP undergoes a regular cycle of revision and will be updated in Fall 2015.

- All collegiate and pre-collegiate courses are evaluated through the College's Curriculum* Committee and SLO* Assessment process. (II.A.16-4)
- The College uses a Program Viability Process* to assess new and existing programs (II.A.16-5). For example, during the 2014-2015 academic year, a Viability Study on Cooperative Education led to the suspension of the program. In addition, a study of Family and Consumer Studies resulted in a realignment of those disciplines into various existing departments. (EVIDENCE). In Spring 2015, a request for a new Certified Nursing and Home Health Care Aide certificate underwent a review by EPC which recommended the approval of the program without the need for a formal study (II.A.16-6)
- The Distance Education* (DE) Committee evaluates new courses that are to be offered on-line and provides training for faculty who are assigned online or hybrid courses. (II.A.16-7)
- The Distance Education Committee reviews its 3 Year Distance Education Plan on an annual basis to ensure that its four goals align with both the Colleges and LACCD District Strategic Plans. (II.A.16-10)
- CTE Advisory Committees provide input to the appropriate department or discipline in a variety of ways, including alignment with labor market demand for CTE courses and programs. This input assists departments in maintaining currency of programs or making changes
- Review by the Curriculum* Committee is facilitated by input from CTE Department Advisory committees which give input to the department (Administration of Justice Advisory Committee Agendas and Minutes (II.A.16-12), Business/Computer and Office Technologies Agenda and Minutes (II.A.16-13), Child Development Advisory Committee minutes, December 6, 2013 (II.A.16-14) Child Development Advisory Committee Minutes, December 5, 2014. (II.A.16-15) –CTE programs have to be vetted through the Los Angeles/Orange Counties Regional Consortia. Recently, the College notified the LAOCRC of its intent to offer a Certified Nursing Assistant & Home Health Aide Certificate of Achievement. (II.A.16-16) **USE AS EVIDENCE ONLY.**
- The Community Education Program was suspended in 2012. Since then, various departments have offered a variety of community courses such as physical education and wellness activities, and culinary programs EVIDENCE

Analysis and Evaluation:

The College evaluates all courses and programs regularly and systematically through well-established processes. These structures and systems include the following processes: curriculum review; SLO assessment; educational planning; program review for academic areas; program viability review; and distance education oversight.

Examples of past EPC recommendations include:

- Explore establishment of a journalism program, including a labor-market study (II.A.16-17)
- Develop an articulation agreement with CSUN for a Network Security and Computer Forensics transfer degree by Spring 2015 (II.A.16-18).
- In consultation with Deans and the advisory committee, consolidate the business AA degrees to increase student completion by Fall 2015(II.A.16-19).

Los Angeles Mission College meets this standard.

II.B. LIBRARY AND LEARNING SUPPORT SERVICES

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:

LIBRARY

- The Library provides students, staff, and faculty access to organized collections and information to support instruction (II.B.1-1).
- Library databases, Questionpoint 24/7 Reference Help, and other electronic resources are available through the Library's Web site 24 hours a day/7 days a week. (II.B.1-2)
- In July 2015 the Library added the database Learning Express which helps students improve skills in math, reading and writing (II.B.1-4).
- The Library collections meet the varied needs of students and include all levels of materials from basic skills to scholarly publications. (II.B.1-3a) (II.B.1-3b,c).
- The Library is engaged in ongoing efforts to develop and support students' and the local community's skills in Information Competency (II.B.1-5) (II.B.1-6), (II.B.1-7), (II.B.1-8), (II.B.1-9), (II.B.1-10), (II.B.1-11a,b) (II.B.1-12) (II.B.1-13).

LEARNING SUPPORT SERVICES

- The Learning Resource Center (LRC), supplemented by a commercial on-line tutoring product (NetTutor) provides specialized tutoring in the basic skills areas of reading, writing, English as a Second Language (ESL), as well as in arithmetic, pre-algebra, and algebra (II.B.1-14).
- The Science Success Center and Math Center provide walk-in tutoring for all science courses and math levels. (II.B.1-15a,b,c).
- Online tutoring is available to all students through CCC Confer, Google Hangouts and NetTutor (II.B.1-20).
- The Computer Commons in the LRC is equipped 3 computers that provide learning disability software for DSPS students (II.B.1-16).
- With funding from the Title V Hispanic Serving Institution – Improving Student Success & Access grant, the LRC has hosted over 200 online workshops for students and online access to reading software (II.B.1-17a,b).
- Besides the Library and the LRC, auxiliary learning support services such as DSPS, CAOT, CSIT, Multimedia Studies, Child Development Resource Center, TRiO–SSS and EOP&S are available to students who participate in specific instructional and categorical programs. (II.B.1-18).

- In addition to Internet access and the Microsoft Office Suite, the Learning Lab computers provide access to computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish, and Nutrition (II.B.1-19).
- NetTutor is a comprehensive online tutoring service available to all LAMC students, on-campus and online (II.B.1-20).

Analysis and Evaluation – Library:

As required by state and federal law, all the databases to which the Library subscribes are accessible to distance education students or users with disabilities. Three hundred forty two thousand e-books, an online eBook reference collection consisting of 397 titles, and 35 research databases are accessible to distance education and on-campus students. Most of the Library databases provide options to listen or download audio files to MP3 players and other electronic devices (II.B.1-2). In fall 2015, the Library added Learning Express to its databases, which provides resource information for adult learning, college prep, career information, and improving college skills for lifelong learning (II.B.2-7).

The collections consist of 228 reserve textbooks, 52,228 physical books, 660 DVDs, a Basic Skills (ESL) collection, and a Children's Literature Collection (II.B.1-3a). Eighty percent of the physical books have a copyright date prior to 2000 and 82% of eBooks have a copyright date after 2000. (II.B.1-3b,c).

Thirty-two computer stations provide students, faculty, staff, and visitors with access to the Internet, the Library catalog, research databases, and Microsoft Office Suite 2013. With Title V grant funding the Library, in 2013, received 4 laptops and a charging station and created a laptop lending program. Students, faculty, and staff may reserve the laptops for three hours of library use and link to the campus wide wireless access to library resources through their laptops and handheld devices. The Library has a print/information station with two laser printers, a scanner, and copier where students can print or copy materials for a fee.

Information competencies are taught by Instructional Librarians who provide research workshops to students, faculty and classified staff. Librarians coordinate with faculty of various disciplines to schedule assignment specific orientations. In support of the health discipline Instructional Librarians provide workshops so students can improve their research skills and complete their health assignments (II.B.1-10). In 2013 one of the computer labs on campus was dedicated to library instruction, facilitating the scheduling of additional workshops and increasing the number of students receiving library instruction (II.B.1-8). In addition, the library subscribed to LibGuides, a content management system used to create research guides for subject disciplines or assignments in individual classes (II.B.1-11a). Instructors from 18 academic areas have scheduled library orientations that correspond to their assignments and custom-made research guides (II.B.1-11b). Over 115 of these workshops/orientations took place during 2014, and were attended by 4,193 students (II.B.1-12). As the result of the dedicated computer lab and the subscription to LibGuides, student instruction increased by 200 percent between 2013 and 2015 (II.B.1-8).

Instructional Librarians review and assess the health and research workshop exercises. Based on student performance, Librarians coordinate with faculty and make changes to the content and emphasis of the workshops to improve student success. The workshops are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises (II.B.1-12). As a way of serving our local community, Instructional Librarians offer Library Science 101 courses at feeder high schools. (II.B.1-13)

In 2010, after the College reevaluated the existing space for library services and anticipated college growth, the decision was made to modernize and expand the Library to include a computer lab for library instruction, 13 group study rooms, quiet reading rooms, a multi-use reading/instruction room, a food-friendly study room, larger individual study spaces, expanded space for special collections, and convenient electrical outlets throughout the Library. After two years of designing, the Library expansion and modernization project was postponed due to bond construction project cost overruns.

Analysis and Evaluation – Other Learning Support Services:

The Library and Learning Resource Center (LRC) are committed to supporting student learning and achievement by offering a variety of services and resources adequate for its mission and instructional programs.

The LRC offers an array of programs and learning support services for the students to receive the academic support they need to reach their educational/academic goals. Programs and services include workshops for math classes, supplemental instruction tutorials accessible to Distance Education students, tutoring labs for writing assignments, a computer lab, and other learning support services. The Academic Success Center (ASC) and e-Labs provide currently registered students 24/7 remote access to online workshops and other college success support materials. With funding from the Title V Hispanic Serving Institution – Improving Student Success & Access grant, the LC has hosted over 200 online workshops for students and online access to reading software (II.B.1-17a,b).

The current hours of operation of the LC are 8:00 a.m. to 5:00 p.m. Monday through Thursday (II.B.1-14).

Other learning support services are available to students who participate in specific instructional and categorical programs such as Disabled Student Programs and Support Services (DSPS), Computer Applications and Office Technologies (CAOT), Computer Science Information Technology (CSIT), Multimedia Studies, Child Development Student Resource Center, TRiO-Student Support Services (TRiO-SSS) and Extended Opportunity Program & Services (EOP&S) (II.B.1-18). Services for these specific programs, including tutoring, specific resource libraries, and computer labs, are provided in various locations on campus. (II.B.1-18) The LC's Computer Commons is equipped with 3 computers that provide learning disability software for DSPS students. (II.B.1-16)

The LRC's Computer Commons is equipped with 127 computers and has a print/information station with laser printers and copiers where students can print or copy materials for a fee or

borrow DVDs, headsets, software, and supplies. The LRC Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying.

In August 2015, the College signed a contract with Link-Systems International to offer online tutoring in a variety of subjects including basic skills (English as a Second Language, writing, developmental mathematics) as well as transfer level courses (English, foreign languages, mathematics, economics, biology, chemistry, geology, and nursing). 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 allows the college's tutors to utilize the online format to interact with students long distance as well as in the Learning Center or other tutoring labs. Online tutoring is available to all students through CCC Confer, Google Hangouts and NetTutor. (II.B.1-15a,b,c) (II.B.1-20) Furthermore, this augmentation in the College's tutoring offerings benefits all students and promotes access beyond regularly scheduled hours in tutoring labs (II.B.1-20).

The contract with Link-Systems International has been assigned a 30,000-dollar budget which will offer 1,200 hours of tutoring to students throughout the 2015-2016 academic year. NetTutor has been endorsed by the Online Education Initiative (OEI) in the California Community College Chancellor's Office which has negotiated a reduced price for all participating California Community Colleges. Based on usage at other colleges (e.g. Los Angeles Trade Technical College and Los Angeles Southwest College) Link-Systems International projects a lower student participation rate than the 1,200 budgeted hours during the first year. Given that unused hours may be rolled over to subsequent semesters, the College decided to make a significantly larger commitment to student support and plans to heavily promote the enhanced tutoring services available to its students.

The College submitted a request to the District office in July 2015 to fill LRC director position, currently vacant. The Science Success Center and Math Center provide walk-in tutoring for all science courses and math levels. (II.B.1-15a,b,c) The STEM grant has increased the number of tutoring hours for Math 115 (Elementary Algebra); however, limited tutoring hours for the Learning Center for Math 105 (Arithmetic) and Math 112 (Pre-Algebra) students is an issue the College is addressing.

ACTIONABLE IMPROVEMENT PLAN

The College will begin the recruitment for the position of LRC Director in fall 2015.

Los Angeles Mission College meets this standard.

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 through the curriculum review process (II.B.2-2). (II.B.2-3).
- The Technology Master Plan provides the College with a strategic plan of integrating technology and infrastructure to improve teaching and learning (II.B.2-4).
- Through the Technology Master Plan, the Technology Replacement Plan guides the continual replacement of computers and non-computer educational equipment in the Library and Learning Center, which typically are upgraded every 3 years and replaced every 5 years (II.B.2-5a). Twenty additional data drops and desk top computers are in the process of being installed to increase student computer access (II.B.2-5b).
- The Library utilizes a broad range of book selection tools, including an online request form for faculty, staff and students to recommend materials for acquisition. (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:

The library collection is developed to meet the varied needs of students and includes all levels of materials from basic skills to scholarly publications. Guided by the Library Collection Development Plan, materials are identified and selected to meet student learning needs by considering professional journal reviews, specialized media, standardized bibliographies, user requests, course syllabi, and reserved book lists. (II.B.2-1) Faculty requests are used to ensure the quality and appropriateness of resources in support of the courses and the mission of the College. Library materials may be recommended for acquisition by completing the online request form located on the Library website or recommend a book at the Reference Desk. (II.B.2-6a,b) The fall 2014 faculty/staff survey results revealed that 58 percent agreed or strongly agreed that the college library resources are up-to-date (II.B.3-6b) As a result, in consultation with the District Discipline Committee, the Library enhanced its database collection through the expansion of its eBook database, by purchasing QuestionPoint 24/7 to provide access to research assistance off campus, and through the purchase of Learning Express, which provides resource information for adult learning, college prep, career information, and improving college skills for lifelong learning. (II.B.2-7)

The curriculum* process identifies faculty and student needs for library material. All new and updated courses are required to submit a Library Addendum Form to the Curriculum Committee as part of the Course Outline of Record (COR) (II.B.2-2) (II.B.2-3). 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 Library and LRC utilize technology and media resources to promote student success. The Technology Master Plan outlines technology solutions and how the College maintains

educational equipment and materials in support of teaching and learning and enhances the achievement of the College's mission (II.B.2-4). (Add cross reference to page number in Technology Plan - LAMC's Wireless Signal Strength Map <http://lamission.edu/it/docs/wirelessMap.pdf>).

To support the courses and instructional activities for the Library and LRC, the College's instructional media staff provides and maintains the audio/visual technology, peripherals, network infrastructure and equipment and services. 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.

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:

LIBRARY

- The Library participates in 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) (II.B.3-2c).
- The College Library surveys faculty, staff and students every four years and makes improvements based on the results. (II.B.3-3a,b,c).
- Fall 2014 District-wide student survey (II.B.3-4).
- Fall 2014 Faculty/Staff Survey results (II.B.3-6a) (II.B.3-6b). (II.B.3-6c) (II.B.3-6d).
- Spring 2015 library survey (II.B.3-7).
- Tutoring is primarily conducted through the Learning Center. According to the results of the Fall 2014 LAMC Supplemental Student Services Survey, 79% of respondents were "very satisfied" or "satisfied" with the Learning Center (II.B.3-9).

Analysis and Evaluation – Library:

The Library participates in the program review* process and regularly reviews its SLOs and SAOs. Librarians actively participate on LOAC* and in the regular evaluation of the Information Competency Institutional Learning Outcome (ILO). The ILO pilot assessment was conducted in spring 2014, with a follow-up assessment in spring 2015 (II.B.3-2a,b). Library SLOs and SAOs are assessed regularly by analyzing data from surveys, workshop exercises, usage statistics and program review. For example, one SAO is, "Faculty engages with Librarians on course and assignment resources." The ongoing implementation plan provides more opportunities for collaboration with classroom faculty. This is accomplished in conjunction with the curriculum committee recommendations and the class specific research

guides. These tools, along with workshop attendance, enable the Library to identify faculty and student needs, and increase students' ability and confidence in finding information and using library resources. (II.B.3-7) To better serve the campus community, the Library has implemented changes to its hours of operation, workshop schedule, and workshop content based on assessment results and data from the College, the District and Library student surveys. By analyzing the workshop attendance and exercise scores, questions were revised for clarity and overall instruction was improved, which resulted in improved performance; based on student participation, the schedule was expanded to include additional evening and Friday workshops.

The Library surveys faculty, staff and students every four years and provides a suggestion box located near the front door. The fall 2013 student survey shows 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). 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 offered throughout campus and are evaluated for continuous improvement. For example, the Math Center and STEM Center collect evaluations for the services regularly and use the survey responses to help improve the services through review for performance, tutor assignments and work hours (EVIDENCE).

Tutoring services have also been offered through the LRC. Through September 2014, students were asked to complete an evaluation after receiving tutoring services or assistance from the Information Desk workers, the secretary, the Director, and the Instructional Assistants. The results were subsequently used to implement suggested strategies to tutors improve service where.

Los Angeles Mission College meets this standard.

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 has a formal agreement with the Community College League of California for cooperative purchasing of online information resources (II.B.4-1).

- In addition to the formal database agreement, an informal agreement exists among the libraries of the colleges in the District to borrow and lend books (II.B.4-2).
- Library security gates were modernized in October 2014 (EVIDENCE).
- The Information Technology staff maintains computers and provides cyber security for the library and all campus computers and printers (II.B.4-3).
- Prompt responses to computer technology equipment repair requests are facilitated by the online Work Request system and are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff (II.B.4-4).
- The Los Angeles County Sheriff's Department is contracted by LACCD to provide security services for the campus including the Library and other learning support services (Evidence: contract)
- The campus plant facilities unit takes responsibility for assuring campus security, maintenance and reliability through direct processes/policies.

Analysis and Evaluation – Library:

The agreement with the Community College League of California benefits the College through reduced pricing for electronic resources. These resources are heavily used by students on and off campus (II.B.4-1). The server for the database is maintained by District IT personnel, while the database is overseen by the District's college librarians. An informal agreement exists among the libraries of the colleges within the District to borrow and lend books (EVIDENCE?). Beginning Spring, 2015 students are able to check out books at any of the District college libraries (II.B.4-2).

Library materials are electronically sensitized and security gates are in place to alert staff when materials that have not been checked out pass through the gates. These security gates were modernized in October 2014. A side emergency door is equipped with an alarm system and serves as an alert when improperly used.

The IT Department provides the necessary network security measures to protect the Library and support service computers from cyber threats. The College continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its operations, programs and services. Prompt responses to computer technology equipment repair requests are facilitated by the online Work Request system (II.B.4-4). Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the IT staff. The College's 2015-2019 Technology Replacement Plan addresses maintenance and replacement of computer equipment. Additional and special maintenance is carried out through agreements and warranties with respective vendors (II.B.4-3 Add cross reference to page number in Technology Plan).

The Los Angeles County Sheriff's Department is contracted by the District. The Sheriff's office provides regular campus-wide patrolling, monitoring via security cameras and support for learning services by ensuring locked facilities where appropriate and response to urgent/emergency situations in the Library or any campus area. Designated plant facilities personnel are responsible for issuing keys to campus faculty and staff, maintaining fire extinguishers in compliance with the fire code, as well as general maintenance functions (i.e. cleaning, minor repairs, etc.).

Los Angeles Mission College meets this standard.

II.C. STUDENT SUPPORT SERVICES

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 are comprised of the following areas (IIC.1-1a-s):
 - a) Admissions and Records (website)
 - b) Associated Students Organization (ASO)
 - c) Assessment*
 - d) Athletics/Fitness Center
 - e) CalWORKS*
 - f) Child Development Center*
 - g) General Counseling
 - h) DSP&S (website)
 - i) EOP&S (website)
 - j) Foster Care and Kinship (FCKE)
 - k) Health Center
 - l) Financial Aid (website)
 - m) International Students
 - n) Noncredit (GED preparation/Citizenship)
 - o) Outreach and Recruitment
 - p) STEM Counseling
 - q) Student Support Services/TRiO
 - r) Transfer Center (website)
 - 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 is specifically tasked with the oversight and validation of the program review process for all Student Services units (IIC.1-2) (IIC.1-3).
- Throughout the fall 2013 and spring 2014 terms, the College conducted the following research to assist in the evaluation of services pertaining to Student Services (IIC.1-4a-f):
 - 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

- Student Support Services regularly evaluates the quality, success, and outcomes of their areas of services. The Program Review process and the Service Area Outcomes (SAOs) are two of the primary methods of evaluating the programs (IIC.1-5).
- Since the 2013 Self-Evaluation report, the College has undertaken an overall assessment of its student support services to determine the full scope of services necessary to meet the diverse needs of its students as well as to ensure that all Federal and state requirements are met (IIC.1-6) (IIC.1-7).
- The College implemented a Student Services Action Plan in spring 2014 to address the gaps that were identified by the Commission in its July 2013 action letter (IIC.1-8) (IIC.1-9).
- Student Services units (e.g. EOP&S, DSP&S, Financial Aid, and the Student Support Services Program (TRiO) submit annual reports to State or Federal agencies that fund or regulate their respective programs. These reports are used to assess each program's efficiency, fiscal stability, quality control, and services. (IIC.1-10a-d)
- The Transfer Center and Articulation Office submit annual reports to the State Chancellor's Office. (IIC.1-11a-b)
- The continuous improvement of many student support services is enhanced by the state-mandated SSSP and Student Equity plans (IIC.1-12a-b).
- The College determined the learning support needs of students participating in Distance Education through the Fall 2014 Distance Education survey and as outlined in the 2014-2017 Distance Education Plan, and has taken action to meet those needs, including e-Counseling and tutoring services. (IIC.1-13) (IIC.1-14)

Analysis and Evaluation:

The various student services support the College's mission as follows:

- Increased transfer (Transfer Center, Counseling, Articulation),
- Equity (DSP&S, EOP&S, Veterans Affairs, FKCE, Health Center, International Students, SSS/TRIO, Financial Aid),
- Career (Counseling, CalWORKS),
- Improvement of basic skills (Assessment Center, DSP&S, CalWORKS,), and
- Providing services and programs that improve the lives of the diverse communities served by the College (Athletics/Fitness Center, Child Development Center, Health Center, Outreach and Recruitment, Veterans Affairs).

The Program Review cycle is established and updated as necessary, by PROC. Each unit of the Student Services Division engages in the Program Review process with an annual unit update and a comprehensive review every three years. Each unit, with input from the unit's faculty and staff, completes assessments and the unit update in the Program Review system. This process includes revisiting the mission statements of the various units, assessing achievement of unit objectives (SAOs), and analyzing the effectiveness of the services provided to students. Units going through the comprehensive review undergo a validation process by the Student Support Services Committee as part of that cycle. The SSSC provides commendations and recommendations for improvement for each program review validation completed. The

recommendations for improvement are addressed by the unit and included in the following year's Program Review unit update.

In addition to the Program Review process, several programs such as EOP&S, DSP&S, CalWORKS, Office of Financial Aid, , and TRIO/Student Support Services Program submit an annual self-assessment and/or report to the applicable State or Federal funding agency that includes coverage of the program's efficiency, fiscal stability, quality control, and service.

During the 2014-2015 academic year, all Student Services units completed an annual update with five units completing a cycle of comprehensive review (Transfer Center, Outreach and Recruitment, Financial Aid, EOP&S, and DSP&S).

Through the College's assessment of the Student Services division, gaps in service and staffing levels were identified, including the need for additional personnel in the following areas: counseling, Admissions and Records, the Assessment Center, and Outreach and Recruitment; The evaluation further identified a need for improved management in Student Services to supervise the new Student Success and Support Program (SSSP) and assist in the delivery of services that are critical to improving student achievement.

To adequately address the gaps, the Student Services Action Plan was developed for fiscal years 2014-15 and 2015-16. Implementation of the plan has resulted in filling the following positions: Dean of Student Success, Associate Dean of 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. To further address the need, the College enhanced counseling services. The Counseling Department currently employs 8 fulltime counselors (6 permanent, 2 temporary), 1 transfer counselor, two EOPS, 1.6 DSPS counselors, one STEM, a part-time athletics counselor and additional adjunct hourly assignments. In addition to regular business hours, the counseling department extended it hours to include weekday evenings, Monday through Thursday. (IIC.1-15)

As stated in the Distance Education Plan, the DE committee, in collaboration with Student Services, is developing and implementing a process for systematic assessment and improvement of all online counseling and other student support services. For example, in 2014 the College conducted an annual Distance Education survey in part to determine the student service needs of DE students. The survey included the following question to assess student services: "Are there any student services (admissions, counseling, financial aid, EOPS, tutoring) that you would like to have access to online?" The majority of respondents indicated they would like to have all student services online. (IIC.1-16) It was decided that a more focused survey was needed with more questions specifically asking about the quality of student support services offered to DE students. The College will administer this new DE survey in 2015-16, which will also include focused questions on DE student support needs.

On January 11, 2015 the Distance Education Committee (DE) made recommendations to Student Services based on the Fall 2014 Distance Education survey. As a result, e-counseling has been implemented to provide an additional counseling modality that will be a significant improvement

to services and benefit DE students as well. Evaluation of the implementation of e-Counseling will be conducted through student focus groups to commence by the end of the Fall 2015.

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, Student Services, in collaboration with the DE committee and the Office of Institutional Effectiveness, will focus on the assessment of DE student services to identify and improve the quality of services provided. QFE

Los Angeles Mission College meets this standard.

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, including Program Review, assessment of Service Area Outcomes (SAOs) and student surveys, to ensure quality support services. (IIC.2-1) (IIC.2-2) (IIC.2-3)
- All Student Services units completed a cycle of comprehensive program review for the 2013-14 academic year, to develop and/or revise their Service Area Outcomes (SAOs). (IIC.2-4).
- During the spring 2014, the Student Support Services Committee established a formal three-year Program Review cycle in alignment with the Division of Academic Affairs. (IIC.2-5).
- The College established the Student Services Task Force (SSTF) to assist the student services units with the alignment and implementations of program review and SAO assessment. (IIC.2-6a-d)

Analysis and Evaluation:

As recommended in the 2014 Accreditation Follow-Up Report, all the Student Services units completed a full cycle of review and assessment of SAOs, which included gathering of data, implementation of program changes for improvement and the re-evaluation of implemented improvements (IIC.2-7). For example, during the 2013-14 Program Review cycle, Admission and Records assessment of an SAO resulted in identification of a staffing deficiency that affected their ability to meet the State of California deadline for submission of degree and certificate completions. This Evaluation Technician position had been vacant between September 2012 and July 2014 and the College was, therefore late in reporting graduation data for approximately 100 degree and certificate recipients. The gap in staffing was reported in the Student Services Action Plan, and listed as a staffing need. The position was filled in fall 2014, and resulted in more

efficient processing of graduation petitions as well as improved reporting of graduation data to the state (IIC.2-8).

Surveys are another means of evaluation to ensure appropriate services are provided to students. (IIC.2-9) (IIC.2-10) For example, in spring 2015 the EOP&S/CARE unit conducted a workshop to orient EOP&S/CARE students to the program. Students were assessed using a pre- and post-orientation survey measuring what they learned during the workshop. The results indicated that more than 80 percent (117) of students who attended the EOP&S/CARE orientation improved their knowledge and familiarity of the program, demonstrating that orientations are an effective instrument for new students (IIC.2-11). With these findings and the additional support from 3SP, additional general orientations were added for all new students (IIC.2-12).

Through the establishment of SAOs, Student Services conducted division-wide trainings and established the Student Services Task Force to assist the units with SAO development and assessment. Once the taskforce met the identified responsibilities, new training or follow-up has not been conducted. As a result, student services division personnel have expressed a desire to receive on-going or additional training and workshops to improve understanding and process.

ACTIONABLE IMPROVEMENT PLAN

By fall 2016, Student Services, in collaboration with the SLO Coordinator and the Office of Institutional Effectiveness, will create and implement training to improve the way they design, implement and assess Service Area Outcomes. QFE

Los Angeles Mission College meets this standard.

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.

Evidence of Meeting the Standard:

- The College provides access to information about its courses, academic programs, and services through a variety of delivery methods including the Schedule of Classes, College Catalog, brochures, and the College website. The College provides hard copies of class schedules and catalogs to students as well as electronically on our website. (IIC.3-1) (IIC.3-2) (IIC.3-3)
- All students may access campus student services both on campus and online or via e-mail or by telephone. Some units have web pages with Frequently Asked Questions about student service areas (IIC.3-4a-c)
- In April 2015, Counseling activated ESARS, an online version of the SARS (scheduling) program, allowing distance education students to schedule their own e-counseling appointments (IIC.3-5).
- Beginning May 4, 2015, E-Counseling was implemented, enhancing online counseling services (IIC.3-6).

- The College has implemented NetTutor, an online tutoring system for all students (IIC.3-7).
- Through the secure College Website, the Student Information System (SIS) allows students to access the following: add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, locate financial aid status, pay tuition and fees, view their schedule and registration date/time, and register for classes (IIC.3-8).
- Training and resources have been provided to assist faculty in providing improved access and services to students with disabilities. (IIC.3-9) (IIC.3-10)
- The College administers annual surveys to assess accessibility of student support services (IIC.3-11)
- The College's DE website has been redesigned for easier access based on the recommendations of a student focus group (IIC.3-12) (IIC.3-13)
- The College provides early assessment opportunities for the community and high school students as part of its outreach activities. (IIC.3-14).
- The College has significantly increased its concurrent enrollment offerings at local area high schools. (IIC.3-15)
- Several kiosks in the Student Services area of the Instructional Building, giving students online access to the website, Schedule of Classes, and registration process. (IIC.3-16)
- Several student services maintain evening hours. (IIC.3-17a-c)
- The Bookstore provides textbooks for rent or for purchase, on-campus, online and via mail order. (IIC.3-18). In addition, the library provides textbooks on reserve for many courses offered. (IIC.3-19).

Analysis and Evaluation:

The college offers comprehensive and reliable services for students. The Counseling Department provides year-round e-mail advising and e-counseling services. In spring 2015, the DE Committee and the Counseling Department collaborated to introduce e-counseling, which utilizes a video conferencing portal, which is easily accessible for screen sharing, recording videos, and using annotation tools. The Counseling Department is scheduled to commence an assessment of the services in fall 2015.

The DE Committee conducted a comprehensive Program Review in spring 2015, focusing on the progress of the availability of student services to DE students (IIC.3-20). To further enhance services offered, the College entered into an agreement with Link-Systems International (LSI) in August 2015 to offer online tutoring to all its students (NetTutor). LSI products and services rigorously adhere to accessibility requirements of both the Federal 508C legislation and User Agent Web Accessibility Initiative (IIC.3-21).

DSP&S identified a need to train faculty and staff on website access of documents for student use. Through the training, 83.4 percent reported an increase in understanding how to create accessible documents, while 62.5 percent reported improved confidence in how to post ADA accessible materials/documents to the website (IIC.3-22).

Concurrent enrollment course offerings increased in the fall 2015 term to 26 classes at 9 high schools. Through various outreach activities, including the Fall Kickoff and Focus on Careers Fair, new students are introduced to the campus and are able to participate in workshops to orient them to the application process, assessment, orientation, counseling, financial aid and other college services.

Los Angeles Mission College meets this standard.

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:

- All Athletics programs are suited to the mission of the College. (IIC.4-1).
- The Athletics Department oversees all requirements for student athletes including unit requirement, GPA requirement, transfer eligibility and various other rules established by the State, District, and College. Informational meetings are scheduled with all coaches quarterly and all athletic teams annually to ensure that these rules are understood and enforced (IIC.4-2).
- 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 (IIC.4-3, IIC.4-4, & IIC.4-5).
- Annual gender equity and financial reports are submitted to the United States Department of Education (Equity in Athletics Disclosure Act) and the CCAA to provide statistics and information to the public (IIC.4-12).
- All co-curricular programs are aligned with the mission of the College and contribute to the social and cultural dimensions of the educational experience of its students (IIC.4-6).
- All co-curricular and athletics programs are reviewed through Program Review in the same manner as all academic programs (IIC.4-7).
- The College promotes and hosts on a regular basis musical performances, art, and athletic events (IIC.4-8).
- All co-curricular and Athletic Programs follow the District policies and procedures on managing program 10100 funds. Separate bank accounts are set up for the ASO and Athletic Trust and managed by the campus' business office (IIC.4-9).

Analysis and Evaluation:

All the co-curricular and athletics programs at the College are suited to the institution's mission and vision of creating diverse curricula, cultural, academic and artistic events. Athletics, theater/music productions, and student clubs all contribute to the social and cultural dimensions of the educational experience of its students (IIC.4-11). For example, due to the stringent

academic requirements to be a student-athlete, the student-athletes have a high transfer and degree completion rate (IIC.4). The Arts, Media, and Humanities department provide the opportunity to our diverse student body and community to participate, produce, and perform a multitude of musicals, art shows, and multicultural awareness events (IIC.4-).

The College offers a total of four intercollegiate sports for male and female student athletes: men's soccer, men's baseball, women's volleyball and softball. The College's Athletics Department prides itself on encouraging an environment of teaching, student learning and public service. The events bring students of diverse backgrounds together and foster cultural awareness and leadership skills (IIC.4).

The Athletics department ensures that the educational soundness and integrity of all athletic programs are reviewed each year. 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 Section 67360-67365. The CCCCCAA maintains the general oversight of all athletic programs in the California Community College system. Annual gender equity and financial reports are submitted to the United States Department of Education (Equity in Athletics Disclosure Act) and the CCCCCAA to provide statistics and information to the public (IIC.4-12). All athletic programs complete a Comprehensive Program Review every three years to assess their Service Area Outcomes (SAOs) and review their upcoming needs. The most recent findings determined that there was a deficiency in counseling hours and a need for more female athletic teams. Consequently, the Athletics Department requested and received nine additional hours per week for the athletic counselor. As a result, the department was able to successfully show that student athletes have a higher transfer rate, success rate, GPA, and completion rate than non-athletes (IIC.4-13). Currently, LAMC is seeking additional funding to support opportunities for female student athletes and has identified three potential sports for immediate implementation upon funding (IIC.4-14).

Another way by which LAMC contributes to the social and cultural dimensions of the educational experience of its students is through the co-curricular programs offered by the Arts/Media/Humanities Department each year such as art exhibitions, musical and theatrical performances, and video screenings. All co-curricular programs are reviewed through the annual Program Review process in the same manner as all academic programs to ensure that they meet expected standards for higher education. The institution provides economically viable opportunities to students to attend multi-cultural events which might not otherwise be available to them by offering free admittance to athletic contests, art shows, music and drama performances, and ASO sponsored clubs and organizations (IIC.4-15 & IIC.4-16).

The Associate Student Organization is an integral part of student life, student representation, and co-curricular activities for many students on our campus. Each member of the ASO is trained on and reviews the Brown Act and Robert's Rules of Order. The ASO also conducts an annual Program Review to ensure the program is viable for students, aligns with the College Mission, and contributes to the participants' social and cultural and educational experience. The ASO is dedicated to ensuring that appointed student representatives attend and play a large role in the shared governance committees on the campus. The clubs and organizations created by the students add cultural and educational significance to student life. These clubs and organizations

give all students the opportunity to go beyond the classroom, to enrich their lives, gain experience within their major, and give back to the community. The ASO evaluates funding needs through meetings as stipulated in the ASO Constitution and Board Rule 9200. The ASO adheres to the same procurement policies and procedures as the LACCD (IIC.4-).

For all co-curricular activities, departments annually review their respective budgets and align their offerings with the budgets, plans, and goals in their Annual Program Reviews and with their Service Area Outcomes.

The College is fully responsible for all these programs, and finances for the departments are allocated each year via the budget and planning process. -For example, the Athletic Program evaluates the need for resources through Program Review and subsequently submits requests to the Budget and Planning Committee. Approved requests are included in the Budget Operations Plan. The Budget Operations Plan is generated annually at the College level and submitted to District and the Board of Trustees for approval. The LACCD Budget Cycle is described in the LACCD Board Rules 7600-7695, Article VI, Budget and Finance (IIC.).

ACTIONABLE IMPROVEMENT PLAN

The Athletics Program will continue to pursue additional opportunities for female student athletes to participate in inter-collegiate athletics as per title IX.

Los Angeles Mission College meets this standard.

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 students, including distance education students, using a de-centralized service model. For example, students are provided counseling services and academic advising in the following units: Counseling, EOP&S, DSP&S, Veterans, etc. (IIC.5-1a-d).
- Counselors regularly attend conferences/workshops, participate in monthly district committees and campus in-service meetings to improve best practices and maintain currency in the field. (IIC.5-2)
- Counselors provide workshops and presentations to the general campus community to inform and educate faculty, staff and administrators about general information and updates within counseling and counseling programs. (IIC.5-3).
- The Counseling Department, in collaboration with Academic Affairs and discipline faculty participate in the Discipline Advisors' Program. Through this program,

counselors collaborate with designated faculty to advise students interested in specific majors and careers. (IIC.5-4)

- The Counseling Department regularly updates the information in the Catalog, Schedule of Classes, College website, and social media venues. (IIC.5-5) (IIC.5-6).
- Counseling services, including orientation, are provided using a variety of modalities including face-to-face, online, and counseling courses. Dependent on the student's academic goal, counseling services may include specific program support services (i.e. DSP&S, EOP&S, TRiO, etc) as well as transfer center services. (IIC.5-7a-d)
- Students receive timely, accurate information about academic requirements beginning with assessment, orientation and progressing with counseling. Based on the student's academic goal, services may include specific program support services (i.e. EOP&S, TRiO, STEM, etc) as well as transfer center services. (IIC.5-8).
- Counseling regularly evaluates counselor performance through faculty evaluations and student services surveys. (IIC.5-9) (IIC.5-10).

Analysis and Evaluation:

Counselor training is provided through professional development opportunities both on and off campus. Counselors attend conferences annually to keep current on legislative changes, transfer updates and best practices in the discipline. The Counseling Department provides monthly in-service trainings to all campus counselors to ensure counseling faculty are providing consistent, accurate and timely information about relevant academic requirements. In addition, the department offered workshops and trainings detailing counseling services and practices. Of those that attended the Counseling 101 workshop, 90-100 percent stated that attendance at the workshop increased their understanding of counseling services (IIC.5-11).

The Discipline Advising Program is a collaboration between counselors and discipline faculty to support the discipline in advising students about the major and career pathways as well as provide referrals to student resources on and off campus. Several departments/disciplines participate in the program, including Administration of Justice, Child Development, Social Sciences and Life Sciences (IIC.5-12) .

In fall 2014 the Student Success & Support Program, with the support of Academic Affairs and Student Services, provided additional funding to improve the delivery of student services to provide core services to students in a timely manner (IIC.5-13).

Student satisfaction with counseling services increased slightly between fall 2013 and fall 2014. The proportion of satisfied and very satisfied respondents grew from 60 percent to 62 percent and the proportion of dissatisfied and very dissatisfied respondents fell from 20 percent to 18 percent (IIC.5-14). As a result of analysis of the survey data, the Counseling Department has undergone customer service training during spring 2015 to help improve these satisfaction results and will reassess in fall 2015 (IIC.5-15). Through the District Employee Assistance Program (EAP), the Department has committed to attending customer service training as part of its professional development activities. (IIC.5-16) Through the evaluation of statistical reports from the SARS scheduling system and data from annual student surveys, the Counseling Department has made changes in managing and adjusting availability to better meet student needs (IIC.5-17).

Increased resources allocated to Counseling and Outreach and Recruitment, by both Student Services and Academic Affairs, resulted in students completing orientation and their student educational plans at a significantly higher rate. In fall 2014, the completion rates among all new entering students, for Assessment were 75 percent, 51 percent for Orientation and 60 percent for Counseling. By comparison, in fall 2015, the completion rate (as of September 3, 2015) for Assessment was 84 percent, 69 percent for Orientation and 74 percent for Counseling, demonstrating a significant increase in the number of students completing these services (IIC.5-18).

In addition, e-counseling was implemented in spring 2015 to increase access for DE students and establish a more interactive, user-friendly student educational plan that students can develop online with a counselor (IIC.5-19.).

As indicated in Standard IIC.1, additional support staff and counseling hires have been necessary to maintain services and continue to provide increased, timely access for students. A significant finding in the student survey was a need to hire additional counselors. As a result, additional tenure-track and limited-term counselors were hired which significantly improved student wait times. During the first week of fall 2014, general counseling assisted 381 students with an average wait time of 41 minutes, whereas during the same time in the fall 2015 semester, with the additional counseling hires, general counseling assisted 647 students with an average wait time of 16 minutes (IIC.5-20).

ACTIONABLE IMPROVEMENT PLAN

The College will continue to support the Counseling Department staffing (classified and faculty) needs to increase timely access and services for students in specialized programs such as career, transfer center, international and veterans affairs. QFE

Los Angeles Mission College meets the standard.

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 and Education Code standards and are consistent with the Mission of the College (IIC.6-1).
- The College has an open admission policy adopted and approved by the Board of Trustees. This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College. Enrollment is subject to an established priority system and may be limited to students meeting properly validated pre-requisites and co-requisites (IIC.6-2-3).

- The College has adopted and clearly states in the Catalog admission policies and specific qualifications for its programs (IIC.6-4).
- Students are provided applications in either English or Spanish and have access to online applications (IIC.6-5-6).
- Counselors work with students to develop educational plans that clearly define their career/educational pathways (IIC.6-7-8).
- Admissions partners with the new Student Success and Support Program (3SP, formerly known as matriculation), to communicate with students about their progress, goals and degree completion (IIC.6-9).
- Several departments and disciplines participate in campus events that advise students on clear pathways to degrees, certificates, transfer and career opportunities. Those events include CTE Transitions day, Focus on Careers day, Fall Kick Off, and High School Senior Day (IIC.6-10-16).
- The College's Summer Bridge Program offers students a pathway from high school to college courses and programs (IIC.6-17-20).
- The College organizes an annual Transfer Fair with representatives from the CSU and UC systems and selects private universities (IIC.6-21).
- The College participates in the "Community Colleges Pathway to Law School" initiative program (IIC.6-22-23).

Analysis and Evaluation:

The College is an open access institution and adheres to Title 5 educational standards and LACCD Board Rules. The open access policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College. Enrollment is subject to an established priority system and may be limited to students meeting properly validated pre-requisites and co-requisites, or other requirements set out in statute or regulation. These policies are clearly stated in the College Catalog (IIC.6-1-3).

Admissions staff assists students in the first step of the matriculation process with processing and review of online applications. Admissions staff advises all students to complete the next steps of the big three or "AOC," which includes assessment, orientation and counseling. Admissions guides students in the completion of these three steps in support of the state mandated Student Success Initiative. Counselors and advisors work with students to provide abbreviated and comprehensive educational plans for students utilizing the resources available through the college catalog. The new student information system (PeopleSoft) will effectively allow for developing electronic student educational plans. Once the degree audit and SEP components are instituted, those features will be used by students and counselors to assist in defining clear pathways for students to complete their degree, certificate or transfer goal(s) (IIC.6-4).

The student pathway often begins with recruitment. The Office of Outreach and Recruitment reaches out to the high schools and provides information and brochures describing the various programs on campus. Some of the examples of the College's outreach practices include the Summer Bridge program, Fall Kick Off, High School Senior Day, and Focus on Careers Day, and testing assessment at high schools (IIC.6-10-17).

During the Focus on Careers day, as individual CTE programs and pathways are highlighted, students are also exposed to a variety of services including financial aid, DSPS, CalWORKs, EOP&S and the ASO. Students are further exposed to career pathways through the Career and Technical Education Transitions Program. This program partners with high schools, businesses and community college programs to develop occupational pathways and work-based learning experiences in a sequential program of study (IIC.6-10-17).

Every year the LAMC's Transfer Center hosts an annual fair to educate students about the transfer requirements for meeting their transfer goals. Representatives from the UC, CSU and private universities provide students with the latest transfer requirements for their respective institutions (IIC.6-21).

Additionally, as an example of a targeted transfer effort, the College participates in the initiative "Community Colleges Pathway to Law School." Through the Paralegal Studies Program on campus, students receive assurances that credits in prescribed courses will transfer, are exposed to the law school experience, receive individual advisement and mentoring from law school advisors, and receive information about financial aid counseling, LSAT preparation and waived application fees for admission to the participating law schools (IIC.6-22-23).

Los Angeles Mission College meets this standard.

IIC.7

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

Evidence of Meeting the Standard:

- As an open-access institution, the College does not utilize an instrument to determine student admission.
- The placement assessment is administered electronically on campus and in paper format for placement tests administered at off-campus sites. (IIC.7-1)
- Placement instruments utilized by the College are 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 the California Community Colleges (IIC.7-2).
- The Math Department regularly evaluates the effectiveness, suitability and reliability of Math Placement tests on campus (IIC.7-3-9).
- After analyzing Math assessment scores, the Math Department created a Web page to assist students in preparation of the placement examination (IIC.7-10).
- The ESL faculty evaluated the ESL placement exam and discovered it was not accurately placing students in the appropriate level of ESL classes. As a result, ESL faculty will be creating a new writing prompt for the assessment in preparation for the new statewide Common Assessment test which will be replacing COMPASS ESL in Spring 2016 (IIC.7-11).

Analysis and Evaluation:

As an open-access institution, the College does not utilize an instrument to determine student admission. However, new students are assessed for placement in the English, Mathematics, and English as a Second Language (ESL) course sequences as part of the SSSP enrollment process. Placement testing is offered year round, on a drop-in basis through the Assessment Center. The placement assessment is administered electronically on campus and in paper format for placement tests administered at off-campus sites (IIC.7-1).

Each of the placement instruments utilized by the College is approved for use by the California Community College Chancellor's Office (CCCCO) and validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (IIC.7-2).

In Spring 2008, the Mathematics department opted to replace the Accuplacer assessment exam with the MDTP assessment exam. A group of math faculty reviewed all four levels of MDTP tests extensively to develop preliminary cutoff scores and compared them with the cutoff scores established by East Los Angeles College. To further validate this new placement model, 31 sections were given sample MDTP assessments in the Spring 2008 semester. Based on the results, the cutoff scores were revised to better align with LAMC mathematics courses. The MDTP assessment model was implemented in Fall 2009.

In Spring 2012, 15 basic skills math sections were given online assessment similar to the MDTP assessment for developing an online MDTP sample assessment with automated results linked to online practice exercises. Using the gathered data, math faculty further revised the cutoff scores and tested online MDTP preparation resources through the STEM summer math boot camps. In Summer 2014, the math faculty once again reviewed all four MDTP tests and adjusted the cutoff scores to include placement levels for new courses. The final version of online MDTP preparation resources was posted in the Math Department, Assessment Center, and STEM websites (IIC.7-3-10). To further prepare students for success, the Math Department created a Web page to assist students in preparing for the placement examinations (IIC.7-11).

In an effort to help students understand their placement results, the Mathematics Department is currently updating the placement messages, creating a placement level diagram, and providing math advisory hours. The mathematics department will continue to gather data and verify the accuracy of proper MDTP placements.

In fall 2013, ESL faculty evaluated their placement exam through the computerized adaptive test COMPASS by ACT. Students answer multiple-choice questions, but there is no writing sample required. The ESL faculty believe that this method of evaluation did not accurately place students into writing classes and conducted the following research. In fall 2013, Credit ESL faculty collected writing samples during the first week of class from students who were enrolled in ESL writing classes in levels 3-8 that semester. Students were given the same writing prompt that was given in the past when the College used a written assessment entitled CESLA.

Faculty graded each writing sample for the correct ESL course level, then compared the results with the COMPASS assessment placement results. The data indicated most of the students (37,

or 77 percent) were placed in a higher level than their writing sample indicated they should have been. The data indicated that the computerized COMPASS ESL assessment test did not accurately place students into the correct ESL writing course (77 percent were placed too high). In spring 2016, the statewide Common Assessment will replace COMPASS ESL. The Common Assessment encourages the use of multiple measures of assessment and the weight of the Common Assessment and other placement measures will be determined locally. The Common Assessment can include local tests; as a result, the College will be able to add its own writing prompt to the assessment, but it will have to be validated and approved by the State Chancellor's Office before it can be used (IIC.7-12).

Los Angeles Mission College meets this standard.

IIC.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 policies governing the care, maintenance, upkeep and secure backup of student records at the College are part of the general procedures of the Los Angeles Community College District (LACCD) (IIC.8-1a-e).
- Student records in Admissions and Records are stored securely in a fireproof vault located in Admissions and Records.
- The College uses Viatron software to electronically file and secure student records in Admissions and Records from 2008 to the present. Files from 2007 and earlier are currently being scanned into Viatron.
- Students are informed in the College Catalog, printed course schedules, and website of the policies for release of records and provisions of FERPA (IIC.8-2a-c).
- District and College policies concerning student records and FERPA are communicated to all staff and faculty at the College (IIC.8-3a-m).
- Students are issued randomly generated Student Identification (SID) numbers to protect the security of their Social Security numbers (IIC.8-4).
- Electronic and imaged records are secured in the student information system. All are password protected, and security levels are set both by the employee classification and job duties (IIC.8-4).

Analysis and Evaluation:

The College maintains student records permanently, securely, and confidentially in accordance with LACCD Board policies, Title 5, Division 6, Chapter 10, Sub-chapter 2.5 of the California Code of Regulations(IIC.8-5) and the Family Educational Rights and Privacy Act of 1974 (FERPA). LACCD Board policies concerning student access to records and FERPA are published in the College Catalog, Schedule of Classes and on the website. In compliance with FERPA, students have access to their records and can review them on request (IIC.8-2a-c).

Specific examples of record keeping and maintenance practices are as follows:

Function	Records Practice
EOP&S/CARE	Paper records are kept for seven years in a secure storage then, shredded.
Non Credit Program	<p>Student information is scanned and is in a secure server that is backed up by district IT.</p> <p>Records are released to students who are properly identified.</p>
Counseling	<p>Student files are kept in locked filing cabinets in the Counseling Department.</p> <p>Counseling continues to scan Student Educational Plans (SEPs). These scanned documents are stored in Viatron and backup files are stored in the shared O drive.</p>
Transfer Center	The Transfer Center maintains records in a locked file cabinet at all times.
Veterans/International Student Programs	<p>Files are kept for 4 years for both programs. Active student files are kept locked and information is confidential.</p> <p>Non-active files are kept for 3 years and are secured. Older files are removed from the folders and stored in boxes that are locked in the director's office.</p> <p>Military Personnel are allowed access to the records of Veterans enrolled on campus, after requesting and receiving approval through the Admission office.</p>
STEM	The STEM program collects student information from both LAMC students and local high school students. The information

	<p>collected is saved in the STEM network shared folder. The network folder is backed up by IT as part of the system-wide daily backup. The majority of hard copy information that has been accumulated by STEM has been through counseling and the data is located in the counselor's office. Currently, STEM is evaluating how to transfer the hard copy data into the electronic system.</p> <p>The STEM counseling student records (hard copies) include educational plans, course placements, counseling visits, graduation petitions, etc., and are stored and locked at the STEM Counselor's office in the Center for Math and Science building.</p> <p>Only the STEM Counselor has access to student records. Student counseling records will be maintained at this location for the duration of the grant. Once the program closes down, the student records will be relocated to the general counseling office where they will become part of the general counseling records.</p>
DSP&S	<p>DSP&S maintains student records in accordance with the Title V California Code of Regulations, Section 56008(c).</p> <p>Furthermore, in keeping with LACCD recommendations, DSP&S is maintaining student records in perpetuity (hard copies of student files are kept for 5 years; thereafter, records are scanned and stored in an electronic format).</p>
Student Grievances/Complaints	<p>The Student Grievance/Complaint process is published in the Catalog and online. Records of student complaints are logged and securely</p>

	stored in the Student Services Vice President's Office.
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These policies and FERPA requirements are also communicated to offices and departments throughout the campus via staff and committee meetings and the College website (IIC.8-4a-m). All staff are reminded of Board policies regarding the appropriate use of confidential information each time they log onto the system.

Student data are protected by the student information system. Employee access is granted upon administrative approval. Users complete the DEC Online Authorization form listing the type of access needed. The form is routed via e-mail through the requestor's supervisor, manager/department chair, and division Vice President. The division Vice President sends the final approval to the office of Information technology. IT forwards the request to the District for processing. An employee's level of access is determined at the time of hire based on the nature of the position, and again if there are any changes to their position. The IT supervisor automatically receives e-mail messages from the SAP workflow identifying users whose access has ended upon termination from the College or position (IIC.8-4).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.8-1	Screenshot of Math 123A Course Outline of Record
II.A.8-2	Screenshot of Math 123B Course Outline of Record
II.A.8-3	Screenshot of Math 123C Course Outline of Record
II.A.8-4	Screenshot of Math 115 Course Outline of Record
II.A.8-5	Credit by Exam procedure
II.A.8-6	Board rule on Credit by Exam
II.A.8-7	Credit by Exam best practices
II.A.8-8	College Catalog pg 48.
II.A.8-9	Biology Department email 12/10/2014
II.A.9-10	Discipline Advisor Program handbook
II.A.9-1	College Catalog
II.A.9-2	Curriculum Committee website
II.A.9-3	Student Learning Outcomes website
II.A.9-4	Faculty Evaluation Form Professional Responsibilities Section
II.A.10-1	College Catalog page 77
II.A.10-2	Website www.ASSIST.ORG
II.A.10-3	College Transfer Center webpage
II.A.10-4	Discipline Advisor Handbook
II.A.10-5	List of State approved Transfer degrees
II.A.10-6	Transfer Center workshops
II.A.10-7	Transfer Center exit survey fall 2014
IIA.12-1	College Catalog page XX LAMC Associate Degree Plan A/B Form;

	Competency Requirements for Graduation with an Associate Degree).
	Criteria for the Development of Student Learning Outcomes;
	Curriculum committee website
	Competency Requirements for Graduation with an Associate Degree).
	LAMC Career Fair Brochures).
II.A.13-1	Board of Trustees in Chapter VI, Article II of the Board Rules
II.A.13-2	CCC Curriculum Inventory- May 13, 2015 http://curriculum.cccco.edu/Search (table 5a)
II.A.13-3	LAMC College catalogue http://www.lamission.edu/schedules/1314catalog/lamccatalog2013-2014.pdf
II.A.13-3	CCC curriculum Inventory
II.A.13-4	LAMC- Class of 2014 degree completion data
II.A.13-5	List of Degrees and Certificates at LAMC (my excel spreadsheet)
II.A.14-1	CCC Curriculum Inventory- May 13, 2015 http://curriculum.cccco.edu/Search
II.A.14-2	LAMC College catalog 2014-2015 http://www.lamission.edu/schedules/1314catalog/lamccatalog2013-2014.pdf
II.A.14-3	Board Rules: Chapter VI, Article II
II.A.14-4	Curriculum Catalog Revisions- 2012-2013, 2014-2015 (Academic Affairs)
II.A.14-5	CTE Core Indicators 2014-15 Career Technical Education Discipline Brochures?? CTE agendas and minutes Los Angeles Mission College Career Fair Brochures (updates??) Career Technical Education Programs Comprehensive Program Review and Annual Unit Assessment CTE Professional Development Opportunities Career Technical Education Articulation Agreements ServSafe Certification LAMC Data Multimedia Program Workshops Board Rule 6802
II.A.15.1	Board Rule 6803.10 http://laccd.edu/Board/Documents/BoardRules/Ch.VIArticleVIII.pdf
II.A.15.2	Program Viability Review Process https://www.lamission.edu/facstaff/senate/docs/Viability%20Review%20Policy%20-%201.2%20EPC-Senate%20policy.pdf
II.A.15.3	College Catalog http://www.lamission.edu/schedules/1415Catalog/LAMCcatalog2014-15(r2).pdf
II.A.15.4	Counseling Department web page http://www.lamission.edu/counseling/ http://www.lamission.edu/2013accreditation/evidence2a/DAPHandbook-Final.pdf
II.A.15.6	Academic Discipline Page, College web site http://www.lamission.edu/students/disciplines.aspx
II.A.15.7	Curriculum Committee web page http://www.lamission.edu/curriculum/
II.A.16-1	Program Review Web site http://www.lamission.edu/eduplanning/programreview.aspx
II.A.16-2	Curriculum Committee Web site

- II.A.16-3 <http://www.lamission.edu/curriculum/>
SLO Assessment Process
<http://lamission.edu/slo/reports.aspx>
- II.A.16-4 Educational Master Plan
<http://lamission.edu/senate/EMP.pdf>
- II.A.16-5 Program Viability policy
<https://www.lamission.edu/facstaff/senate/docs/Viability%20Review%20Policy%20-%201.2%20EPC-Senate%20policy.pdf>
- II.A.16-6 Minutes from EPC meeting (5-18-15)
Hardcopy (will be posted)
- II.A.16-7 Distance Education Success and Retention statistics for Spring 2013 to Fall 2014
<http://abogado.pbworks.com/w/page/92125431/Assessment%20of%20Online%20Classes%20and%20Teaching> (with hardcopy)
- II.A.16-8 'Quality Matters' rubric used by Curriculum/DE in reviewing new online classes
<http://lamission.edu/de/shell-review.pdf>
- II.A.16-9 Published reviews and approval of recent online classes
<http://lamc-ddl.pbworks.com/w/page/96109001/Shell-Reviews>
- II.A.16-10 Distance Education committee's 3 year plan
<http://lamission.edu/de/dep.pdf>
- II.A.16-11 Spreadsheet showing current Program Review Cycle
Hard Copy of EPC Program Review Cycle 3 year 2013-16) sheet needs to be downloaded
- II.A.16-11a A Recommendation for Essential Skills Program Review
<http://www.lamission.edu/eduplanning/ProgRev/EPC%20PR%20Response%202011-2012%20-%20ESL-DevCom-Learning%20Skills%202012-06.pdf>
- II.A.16.11b Minutes from 10-15-15 Essential Skills Committee
<http://www.lamission.edu/facstaff/bssa/agendaminutes.aspx> (with hard copy of word doc)
- II.A.16.11c Spring 2015 Non-Credit Schedule of Class
<http://www.lamission.edu/noncredit/docs/Spring%202015%20Final.pdf>
- II.A.16-11d Recommendations to the Non-Credit department, Program Review, November 2011
<http://www.lamission.edu/eduplanning/ProgRev/EPC%20PR%20Response%202012%20-%20Non-Credit.pdf>
- II.A.16-12 Administration of Justice Advisory Committee Agendas and Minutes
<http://www.lamission.edu/aj/advisoryboard.aspx>
- II.A.16-13 Business/Computer and Office Technologies Agenda and Minutes
<http://www.lamission.edu/asc/02015/2.31b%20Business%20CAOT%20Advisory%20Committee%20Minutes%2005-16-14.pdf>
- II.A.16-14 Child Development Advisory Committee minutes, December 6, 2013
Hardcopy (see file)
- II.A.16-15 Child Development Advisory Committee Minutes, December 5, 2014
Hardcopy (see file)
- II.A.16-16 Minutes of LAOCRC meeting on April 16, 2015
<http://www.laocrc.org/media/calendar/59/LAOCRC%20April%202015%20Minutes.pdf>

II.A.16-17

<http://www.lamission.edu/eduplanning/prreports/2014%20EJCS%20EPC%20Response.pdf>

II.A.16-18

<http://www.lamission.edu/eduplanning/prreports/2014%20MCE%20EPC%20Response.pdf>

II.A.16.19

<http://www.lamission.edu/eduplanning/prreports/2014%20BusLaw%20EPC%20Response2.pdf>

- II.B.1-1 Library Web site: <https://www.lamission.edu/library/>
- II.B.1-2 Library Databases Web page: <http://www.lamission.edu/library/databaselist.aspx>
- II.B.1-3a Statistics from the LACCD ILS Administrator for Library Collections
- II.B.1-3b Email from LACCD ILS Administrator with Library Physical Book Collection Age
- II.B.1-3c Email from EBSCO with eBook Collection Age
- II.B.1-4 Learning Express Web site: <https://www.lamission.edu/library/resources.aspx>
- 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 Web site: <http://www.lamission.edu/learningcenter/>
- II.B.1-15a LAMC's Science Success Center Web site
<http://www.lamission.edu/learningcenter/ssc.aspx>
- II.B.1-15b LAMC's Math Center Web site <http://www.lamission.edu/mathcenter/>
- II.B.1-15c LAMC's STEM Web site <http://www.lamission.edu/stem/>
- 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 <http://www.lamission.edu/learningcenter/>
- II.B.1-18 LAMC Auxiliary Learning Support Services
- II.B.1-19 Screen shot of Assistive Instructional Software Programs
- II.B.1-20 NetTutor <http://www.nettutor.com/>
- II.B.2-1 Library Collection Development Plan
- II.B.2-2 Curriculum Committee Web site <http://www.lamission.edu/curriculum/>
- II.B.2-3 Library Addendum Form
- II.B.2-4 LAMC 2015-2019 Technology Master Plan
- II.B.2-5a LAMC 2015-2019 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.3-1	Library Program Review
II.B.3-2a	ILO Rubric and Survey
II.B.3-2b	2014 Pilot ILO Information Competency Assessment
II.B.3-2c	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
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.4-1	CCLC Website – Consortium Agreement: http://www.cclibraries.org/
II.B.4-2	LACCD Interlibrary Loan Policy
II.B.4-3	LAMC 2015-2019 Technology Master Plan
II.B.4-4	Screen Shot of Information Technology Work Request Form
II.C.1-1	Student Support Services websites <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) (website)
- II.C.1-6 August 2014 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 Commission July 2013 action letter
- II.C.1-10 Annual reports to State or Federal agencies
 - a) EOP&S
 - b) DSP&S
 - c) Financial Aid
 - d) SSS-TRiO
- II.C.1-11a State Chancellor's Office Transfer Center Report
- II.C.1-11b State Chancellor's Office Articulation Report
- II.C.1-12a Student Equity Plan (identify/highlight enhancements)
- II.C.1-12b SSSP plan (identify/highlight enhancements)
- II.C.1-13 DE Survey
- II.C.1-14 2014-2017 Distance Education Plan (<http://lamission.edu/de/dep.pdf>)
- II.C.1-15 Counseling Department days and hours
- II.C.1-16 Fall 2014 DE Student Survey, page xx
- II.C.2-1 Student Services Program Review (website)
- II.C.2-2 Student Services SAO Assessments
- II.C.2-3 Student Survey
- II.C.2-4 Student Services Comprehensive Review results (website)
- II.C.2-5 Student Support Services Committee minutes – Comprehensive review cycle
- II.C.2-6 Student Services Task Force
 - a) Email from College President – 4/7/2014
 - b) Student Services Staff Training Agenda – 4/17/2014
 - c) Student Services Workshop Evaluation
 - d) Student Services Evaluation Form – 4/17/2014
- 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
- I.IC.2-10 2014 Spring Student Surveys
- II.C.2-11 EOP&S/CARE Pre/Post Orientation survey results
- II.C.2-12 Counseling Orientation schedule increase
- I.IC.3-1 College Catalog
- II.C.3-2 Schedule of Classes
- II.C.3-3 College Website
- II.C.3-4 Student Services Frequently Asked Questions webpages
 - a) Counseling
 - b) Financial Aid
 - c) EOP&S
 - d) Online Tutoring Services Contract FAQ 2015

- <http://abogado.pbworks.com/w/file/fetch/94295621/NetTutorFAQ.pdf>
- I.C.3-5 Counseling - Online ESARS (screenshot)
- II.C.3-6 Electronic Scheduling 2015
<http://lamc-dl.pbworks.com/w/file/fetch/96174495/Ecounseling%20Meeting%20April2015.pdf>
E Counseling Implementation 2015 <http://lamission.edu/online>
- II.C.3-7 NetTutor
- II.C.3-8 SIS System (screenshot of menu)
- II.C.3-9 The DE website "Faculty Best Practices for Accessibility" [ADA Accessible Documents Training 11/5/13 http://www.lamission.edu/dsps/docs/ADA Accessible Document Training 11-05-13.pdf](http://www.lamission.edu/dsps/docs/ADA_Accessible_Document_Training_11-05-13.pdf); Faculty Best Practices for Accessibility
<http://lamc-ddl.pbworks.com/w/file/fetch/60313249/accessibility.pdf>
- II.C.3-10 CCCC High Tech Center Training Unit (HTCTU) on ADA/Section 504/508 Compliance for faculty and staff - 9/6/14
<http://www.lamission.edu/dsps/workshops.aspx>
- II.C.3-11 Annual Surveys (OIE website)
- II.C.3-12 DE Website
- II.C.3-13 Student Focus Groups (requesting DE redesign)
- II.C.3-14 High School Student Assessments
- II.C.3-15 Concurrent Enrollment data
- II.C.3-16 Student Services Area Kiosks
- II.C.3-17 Student Services weekday evening hours
- a) Financial aid
 - b) Admissions and Records
 - c) Counseling
- II.C.3-18 Bookstore Textbook (website or screenshot)
- II.C.3-19 Library Reserve list
- II.C.3-20 DE Program Review (highlight E-Counseling)
- II.C.3-21 LSI (NetTutor) Online Tutoring Services Contract FAQ 2015
<http://abogado.pbworks.com/w/file/fetch/94295621/NetTutorFAQ.pdf>
- II.C.3-22 DSP&S training documents
- II.C.4-1 Student Services Division - Unit Program Reviews:
<http://www.lamission.edu/sssc/programreview.aspx>
- II.C.4-2 SAO
- II.C.4-3 Weekly Mission 11/2013 Jazz and Choir Concert
- II.C.4-4 Weekly Mission 5/2014 Art display
- II.C.4-5 Weekly Mission 12/2014 Choir Concert
- II.C.4-6 ASO Web page: <http://www.lamission.edu/aso/>
- II.C.4-7 ASO List of Active Student Clubs:
<http://www.lamission.edu/aso/studentclubs.aspx>
- II.C.4-8 LAMC College Council <http://www.lamission.edu/council/>
- II.C.4-9 Los Angeles Mission College Weekly Mission:
<http://www.lamission.edu/facstaff/weeklymission>
- II.C.4-10 Los Angeles Mission College Athletics Website:

- <http://www.lamission.edu/athletics>
- II.C.4-11 California Community College Athletic Association Website:
<http://cccaasports.org/landing/index>
- II.C.4-12 Western State Conference Website:
<http://westernstateconference.com/landing/index>
- II.C.4-13 CCCAA Constitution and Bylaws:
http://www.cccaasports.org/working/pdf/Constitution/D-Bylaw_1_2014-15.pdf
- II.C.4-14 CCCAA Athletic Eligibility Forms:
<http://www.cccaasports.org/about/forms>
- II.C.4-15 Los Angeles Mission College Campus Forms:
<http://www.lamission.edu/forms/>
- II.C.4-16 Los Angeles Mission College Budget Forms:
http://www.lamission.edu/forms/abb_forms.aspx
- II.C.4-17 Los Angeles Mission College Trust Account Forms:
www.lamission.edu/services/businessoffice/forms.aspx
- II.C.4-18 LAMC Budget and Planning Committee Website
<http://www.lamission.edu/budget/>
- II.C.4-18 <http://www.laccd.edu/Board/Documents/BoardRules/Ch.VII-ArticleVI.pdf>
- II.C.4-19 ASO Constitution
- II.C.4-20 Procurement Policies
- II.C.4-21 Procurement Training PowerPoint Slide Presentation
- II.C.5-1 2015-2016 Catalog (pages for the following)
- a) Counseling,
 - b) EOP&S,
 - c) DSP&S,
 - d) Veterans Website <http://www.lamission.edu/vets/>
- II.C.5-2 Counselor Conferences, Workshops and Inservices (include FTLA as evidence)
- II.C.5-3 Campus Workshops and Presentations (counseling 101, STEM, TRIO, AOC, SSSP)
- II.C.5-4 Discipline Advisor Program Handbook [Discipline Advisor Program Handbook](#)
- II.C.5-5 Catalog and Schedule Revisions
- II.C.5-6 Counseling Department Website and FaceBook page
- II.C.5-7 Counseling Service Website
- a) Counseling
 - b) DSP&S
 - c) EOP&S
 - d) TRiO
 - e) Transfer Center Transfer Center Website
<http://www.lamission.edu/transfercenter/>
- 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 Counseling 101 Workshop survey data
- II.C.5-12 Discipline Advisor Program Participants
- a) Administration of Justice
 - b) Child Development

c) Social Sciences

d) Life Sciences

II.C.5-13	Student Success and Support Program 2014-15 Plan Student Success and Support Program 2014-15 Plan 2014-15 Student Success and Support Program Plan
II.C.5-14	Supplemental Student Services Survey – Fall 2013 and Fall 2014
II.C.5-15	Customer Service Training – Spring 2015
II.C.5-16	EAP Customer Service Training
II.C.5-17	SARS Data
II.C.5-18	AOC Data – Fall 2014 and 2015
II.C.5-19	E-Counseling electronic SEP - Also see IIC.1 and IIC-3
II.C.5-20	SARS Data – Fall 2014 and Fall 2015 (first week of each)
II.C.6-1	Admissions Policy from the 2014-15 College Catalog Page 14
II.C.6-2	Ch. VIII Article VI Board rule on Limitations
II.C.6-3	Ch. VIII Article III Board Rule
II.C.6-4	Statement of Student Qualifications for Admission
II.C.6-5	Copy of Enrollment Application (English)
II.C.6-6	Copy of Enrollment Application (Spanish)
II.C.6-7	Student Educational Plan
II.C.6-8	SEP Report 7/1/14 to 6/30/15
II.C.6-9	Student Success and Support Program Website
II.C.6-10	Fall Kickoff Flyer
II.C.6-11	Focus on Careers Day 2013 Attendance Sheet
II.C.6-12	Focus on Careers Day 2013 Program Flyer
II.C.6-13	Focus on Careers Day 2013 Attendance Sheet
II.C.6-14	CTE Transitions Website Focus on Careers Day 2014 Program Flyer
II.C.6-15	CTE Transitions Counselor Day Sign-in Sheet 2014
II.C.6-16	CTE Transitions Counselor Day Attendance Sheet 2013
II.C.6-17	Summer Bridge Components
II.C.6-18	Summer Bridge Meeting Agenda 4/2015
II.C.6-19	Summer Bridge Schedule
II.C.6-20	Summer Bridge Model
II.C.6-21	Transfer Fair Announcement
I.IC.6-22	Paralegal Studies Program Website
II.C.6-23	CCC Paralegal Pathways May 2014 Press Release
II.C.7.-1	College Assessment Website www.lamission.edu/assessment
II.C.7-2	Chancellor's Approved Placement Instruments July 2015
II.C.7-3	MDTP Cut Scores Based on East Model
II.C.7-4	Comparison MDTP Placement Results Spring 2008
II.C.7-5	MDTP Benchmark Memo Spring 2008
II.C.7-6	MDTP Sample Test Section List Memo Spring 2012
II.C.7-7	2014 MDTP Cutoff Scores on
II.C.7-8	Math Placement Criteria 8/2014
II.C.7-9	Placement Model E-mail 7/31/2014
II.C.7-10	http://www.lamission.edu/math/mdtp_preparation.aspx
II.C.7-11	Math Department Website www.lamission.edu/math
II.C.7-12	Evaluation of ESL Placement Test

II.C.8-1a	Interoffice Correspondence from District General Counsel Questions Commonly asked by Faculty November 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	2014-15 LAMC College Catalog, Pages 59-60
II.C.8-2b	Fall 2015 Class Schedule Page
II.C.8-2c	Spring 2015 Class Schedule Page
II.C.8-3a	Admissions and Records Staff Meeting Minutes
II.C.8-3b	Council of Instruction Meeting Minutes
II.C.8-3c	Academic Senate Meeting Minutes 9/3/2015
II.C.8-3d	Sociology Department E-mail 8/28/2015
II.C.8-3e	Counseling Department Staff Meeting Minutes 7/28/2015
II.C.8-3f	Student Support Services Committee Minutes
II.C.8-3g	Business and Law Staff Meeting Minutes
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
II.C.8-3j	Financial Aid 8/5/2014 Workshop Attendance Sheet
II.C.8-3k	Financial Aid Workshop Agenda
II.C.8-3l	Financial Aid Workshop Slides
II.C.8-3m	College FERPA Web Page
II.C.8-4	E-mail from Information Technology

STANDARD III: RESOURCES

III.A. HUMAN RESOURCES

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 hiring process in the Los Angeles Community College District (LACCD) follows the guidelines set forth by the LACCD Human Resources Division (HRD) and the LACCD Personnel Commission (PC). Faculty and academic administrator hires are under the purview of the District HRD, whereas employees in non-teaching positions, and all other classified employees, are under the purview of the District PC (III.A.1-1)(III.A.1-2).
- Hiring procedures for faculty, administrators, and classified staff require all those involved in the selection process to adhere to local, district, state, and federal guidelines when reviewing application materials, conducting interviews, or otherwise evaluating candidates (III.A.1-3).
- LACCD Board Rules and HR Guides govern the recruitment, selection, and hiring of both faculty and non-faculty positions (III.A.1-4)(III.A.1-5).
- LACCD HR Guide HR-100 describes the state minimum qualifications for faculty (III.A.1-6). Faculty must meet the minimum qualifications for positions established by the State of California (III.A.1-7).
- The College also follows the LAMC Academic Senate Faculty Hiring Procedure which is in alignment with the District Academic Senate hiring policy (III.A.1-8)(III.A.1-9).
- Open positions are advertised widely on sites such as the California Community Colleges Registry, national professional organizations related to the subject field, at local job fairs, on online job sites, and with local area colleges, both inside and outside the District (III.A.1-10)(III.A.1-11).
- The classified job description review process for classified positions is a collaborative effort between Personnel Commission, District Administration, and the unions (III.A.1-12).
- As part of the application and evaluation process, 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.1-13).
- As part of the classified testing process, the equivalency of degrees from non-U.S. institutions is verified using the Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations (III.A.1-14).

- Job descriptions for various positions relate directly to the institution's mission and indicate the College's commitment to equity, diversity, transfer, basic skills, lifelong learning, and workforce development (III.A.1-15).

Analysis and Evaluation:

All job descriptions and hires at the College are aligned with the institution's mission. Faculty, whether in instruction or student services, are engaged in one or more of the areas of basic skills, preparation for transfer, career and technical education, workforce development, or lifelong learning. Support staff and administrators, depending on their duties, uphold the institutional mission by either providing direct services to students, supporting faculty, supplementing classroom instruction through a variety of services, or maintaining a safe, clean, accessible, and conducive environment for learning.

Discipline area faculty, in conjunction with an administrator, develop faculty position descriptions, requirements, and desirable qualifications. As mandated by LACCD Board Rule 10304.1, position announcements include duties and responsibilities; minimum qualifications established by the Board of Governors for the California Community Colleges; and required knowledge, skills, and/or abilities, including sensitivity to and understanding of the diverse population that the College serves (III.A.1-1)(III.A.1-2) (III.A.1-3)(III.A.1-4)(III.A.1-5)(III.A.1-6)(III.A.1-7).

Once the faculty position has been approved, a selection committee is formed. The composition of the selection committee is specified in the Faculty Hiring Procedures (III.A.1-8). Based on the selection committee recommendation, the College President makes the final recommendation for hire. The completed hiring packet is then forwarded to auditing unit of the District HRD to insure that all policies and procedures outlined in State law and District policy have been followed. The auditing unit verifies that the prospective employee meets the minimum qualifications as stated in the position announcement; verifies degrees and work history; and conducts reference and background checks.

As part of the application and evaluation process for faculty and administrator positions, 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, and submit this documentation as part of their application packet prior to the closing date as stated in the position announcement.* Candidates are not eligible for employment until a degree equivalency evaluation is received by the District HRD (III.A.1-13).

Recruitment for all faculty and administrator positions is done on a national level. The position announcements are available electronically on the District website and in hard copy format at the College campus (III.A.1-10). Depending on the nature and level of the job, recruitment of classified personnel is done on a local, regional, state, and/or nationwide level. In addition to "public" advertising of opportunities, each classified job opportunity is posted on an internal web page for the purpose of giving current employees the opportunity to indicate their interest in transfer opportunities for positions both in their current job classification or a related job classification (III.A.1-11).

The District Personnel Commission is responsible for the analysis and classification of classified positions and the recruitment and testing of applicants for classified employment (III.A.1-2). Job description for each job classification includes a summary of the knowledge, skills, and abilities required to successfully perform the duties and responsibilities of the job classification and a statement of the minimum education, work experience, and licensure requirements an applicant must possess to be considered for classified employment. All job descriptions are adopted at an open meeting of the District Personnel Commission where any interested party is welcome to address the Commissioners with concerns before approval (IIIA.1-12).

All classified jobs are filled through competitive examination procedures administered by the District Personnel Commission. All applications are screened to assure the applicant meet the District's minimum qualifications. Both internal and external experts are consulted in the development of test materials and participate in the administration and rating of applicants participating in the test process.

Following a comprehensive review of all job descriptions completed in 2012, a five year cycle for the review of all classified job descriptions was established and continues in effect. However, the review of a job description can be initiated at any time by the administration, union, or Personnel Commission. The District PC audit unit verifies that policies and procedures outlined in State law, District policy, and Personnel Commission rules have been followed.

Los Angeles Mission College meets this standard.

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 follows the LAMC Academic Senate Faculty Hiring Procedures, which are in alignment with the District's Academic Senate hiring policy (III.A.2-1)(II.A.2-2).
- LACCD HR Guide HR-000 describes the requirements and procedures regarding the recruitment and selection of academic, classified, and unclassified staff (III.A.2-3).
- Faculty must meet the minimum qualifications for positions established by the State of California (III.A.2-4).
- Job announcements, as well as the Faculty Guild Collective Bargaining Agreement, list the development and review of curriculum, as well as the assessment of learning, as important duties of fulltime faculty. Adjunct faculty participate in learning outcomes assessment but are not required to *develop* SLOs (III.A.2-5).

Analysis and Evaluation:

Los Angeles Mission College has a sufficient number of qualified faculty, which includes full time faculty and part time (adjunct) faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. See IIIA.7.

In addition to the minimum qualifications set by the State of California, position descriptions include desirable qualifications, which ensure the excellence of discipline preparation, possession of knowledge beyond what is strictly required for the discipline, and provide the basis for better teaching and student learning (III.A.2-1).

As part of the interview process, the College requires candidates to conduct a teaching demonstration which is evaluated for content and teaching ability, including engagement with the audience and use of appropriate technology and audiovisual aids.

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 committees.

Los Angeles Mission College meets this standard.

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:

- The College sustains institutional effectiveness and academic quality by ensuring that administrators meet 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 describes the requirements and procedures regarding the recruitment and selection of academic, classified, and unclassified staff (III.A.3-2).
- The District Personnel Commission is responsible for periodic review of classification descriptions which include minimum educational and work experience, conducting salary studies, and developing selection procedures to align with the District's mission and goals (III.A.3-3).
- The evaluation of administrators and other personnel according to pre-determined or contractually-mandated intervals provides an opportunity for formative assessments and the delivery of constructive feedback to staff and allows 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 review of department chairs in their managerial capacity is distinct from their faculty evaluations. Chairs are elected by full-time faculty within their department for three-year terms and evaluated by their respective deans on an annually. According to the Los Angeles College Faculty Guild, Local 1521 contract. (III.A.3-5).
- Performance reviews of administrators is addressed in Standard III.A.5.

Analysis and Evaluation:

The auditing unit of the District HR Division verifies that the prospective administrators meet the minimum qualifications as stated in the position announcement; verifies degrees and work history; and conducts reference and background checks. Candidates with foreign degrees are required to have their degrees evaluated by an approved certified U.S. credential review service and submit this documentation (III.A.3-1)(III.A.3-2).

The auditing unit of the District Personnel Commission verifies that the classified administrators meet the minimum qualifications as stated in the position announcement; verifies degrees and work history. The College is responsible for conducting reference and background checks for classified administrators. The equivalency of non-U.S. degrees is verified using the Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations (III.A.3-3).

The regular performance review of administrators and other personnel responsible for educational programs and services, as delineated in Standard III.A.5, ensures the College's enduring dedication to sustained quality and effectiveness. Classified personnel such as admissions and records, maintenance assistants, administrative analyst, and bookstore manager are evaluated annually by their immediate supervisor.

In recent years, due to a shortage of administrative staff, chairs' evaluations have been delayed. However, in fall 2015, the administration (comprised of academic deans and the vice-president of academic affairs) established a timeline to perform a review of all department chairs within 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 the effect (Refer to List of Evidence III.A.5-2).

Los Angeles Mission College meets this standard.

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 College follows LACCD Board Rule Chapter X, Article III, Section 10301, which ensures that all degrees, foreign or domestic, are from an approved accredited agency and applicants meet the minimum required qualifications for the position (III.A.4-1). Degrees, certificates, and transcripts are reviewed by the District HRD to ensure they are from an accredited postsecondary institution.
- As part of the application and evaluation process, 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).
- As part of the classified testing process, the equivalency of degrees from non-U.S. institutions is verified using the Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations. Candidates with degrees which cannot be verified through this source are required to have their degree evaluated through a reputable foreign degree evaluation service (III.A.4-3).

Analysis and Evaluation:

The College only accepts degrees from accredited institutions for the purpose of employment. Candidates with degrees from non-accredited US institutions are not eligible 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 for equivalency by an agency approved by the California Commission on Teaching Credentialing Office and submit the evaluation report to the LACCD HR Division (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.

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 electronic notifications through the Employee Self-Service Portal to supervisors notifying them when an evaluation is due (III.A.5-1).

- The process for evaluating faculty, academic administrators, classified administrators and staff is described in the appropriate collective bargaining agreements (III.A.5-2). All faculty, administrators, and classified staff, are evaluated in accordance with the collective bargaining unit agreement.
- LACCD Personnel Commission Rule 702 describes the administration of the performance evaluation process for probationary and permanent classified employees (III.A.5-3)(III.A.5-4).

Analysis and Evaluation:

The College uses the performance appraisal process as a method to evaluate and measure employee performance, optimize productivity, and promote continuous improvement and growth. Each collective bargaining unit develops its own standard of performance measures as described in the agreement (III.A.5-2). Although the process varies between bargaining units, performance evaluations provide methods for thorough assessment, setting goals and objectives, and means for identifying strategies to improve less than satisfactory performance through the progressive discipline process.

Faculty Evaluations: 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. The evaluation process includes administrative, student, self and peer evaluations.

The procedures for the evaluation of probationary or 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 that conducts annual comprehensive reviews. After the fourth-year evaluation, the tenure review committee forwards its recommendation to the Board of Trustees on whether to employ the individual as a permanent, tenured member of the faculty.

Deans, Associate Deans and Assistant Deans: Deans are evaluated following the procedures set forth in Article 8 of their contract. Deans are evaluated no later than 12 months after the start date of their assignment. Thereafter, evaluations are performed every year from the anniversary date of the unit member's assignment.

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. Evaluations cover position responsibilities, annual goals, and behavioral skills.

Classified Employees: Evaluations for classified employees, except SEIU Local 721, are conducted yearly by June 30. Unrepresented classified employees, including confidential employees, are evaluated yearly by their supervisor according to District and Personnel Commission rules (III.A.5-3).

ACTIONABLE IMPROVEMENT PLAN

Despite electronic notifications from the Evaluation Alert System (EASY), not all classified employees are being evaluated on a regular basis. Also, due to the hiring of a large number of deans in recent terms, not all deans have been evaluated on a regular basis. The College will be working more closely with the College Personnel Office to identify employees who have not been evaluated in the prior year to remedy the situation.

Los Angeles Mission College meets this standard.

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:

- The process for evaluating faculty is described in the in AFT Union Contract, Local 1521 (III.A.6-1). The Faculty Collective Bargaining Agreement states that the assessments associated with Student Learning Outcomes (SLOs) are part of the contractual responsibility of all faculty members.
- The faculty driven SLO initiative has incorporated the values of quality teaching into a very effective college assessment model. The SLO process is dedicated to the continuous review of teaching effectiveness and student achievement (III.A.6-2).

Analysis and Evaluation:

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

While academic administrators supervise faculty to ensure that they assess SLO on an ongoing basis, the assessment of SLO is not a component of the evaluation process for academic administrators and for classified administrators and staff.

Los Angeles Mission College meets this standard.

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:

- For 2014-15, thirteen probationary faculty were hired at the College (III.A.7-1).
- In fall 2014 the District instructed the College to hire twelve tenure track faculty for 2015-16 to comply with the State-mandated Faculty Obligation Number (FON) (III.A.7-2).
- Adjunct faculty are hired as needed to cover the instructional/student services needs of the College.

Analysis and Evaluation:

Los Angeles Mission College has a sufficient number of qualified faculty, both full-time and adjunct, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support the College's educational programs. The number of adjunct faculty fluctuates to allow for the ebbs and flows of enrollment demands within various programs.

The District determines the annual number of faculty hires via the District Allocation Model. Though the College has faced several years of budget reductions, the College has complied with the District Allocation Model by hiring 13 tenure track faculty for 2014-15 (III.A.7-1). **WHAT ABOUT 2015-16?**

As of Fall 2015, the College currently employs 81 full-time faculty and 233 part-time (adjunct) faculty. The low full-time to part-time faculty ratio presents a number of challenges, including having a sufficient number of full-timers to participate in shared governance committees. 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"*.

Los Angeles Mission College meets this standard.

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 provided for all part-time and adjunct faculty prior to the start of the fall semester (III.A.8-1).
- Department Chairs provide oversight and guidance to part-time faculty in the areas of student learning outcomes and assessments and development of the course syllabus (III.A.8-2).
- Part-time faculty are evaluated as described in Article 19 of the AFT Agreement and 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 offers professional development through technical assistance, online resources, workshops, and in-person training sessions (III.A.8-4).

Analysis and Evaluation:

The New Faculty Orientation begins with a campus tour and provides for new faculty to interact with staff during the orientation process. During the orientation session policies, general administrative procedures, and introduction of key personnel provides for new faculty to become acclimated with the College (III.A.8-1).

The evaluation process for part-time faculty includes administrative, student, self and peer evaluations. The Department Chair is responsible for coordinating the evaluation of adjunct instructors (III.A.8-3).

Since spring 2015, the Eagle's Nest has sponsored XX professional growth opportunities to facilitate continuous improvement of part time employees at LAMC (III.A.8-4).

Los Angeles Mission College meets this standard.

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:

- The hiring process in the Los Angeles Community College District (LACCD) follows the guidelines set forth by the LACCD Human Resources Division (HRD) and the LACCD Personnel Commission (PC). Faculty and academic administrator hires are under the purview the District HRD, whereas employees in non-teaching positions, and all other classified employees, are under the purview of the District PC (III.A.9-1)(III.A.9-2).
- The Fall 2014 Faculty and Staff Survey asked faculty and staff whether they agreed that: *"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 and is continuing its commitment to filling support positions across the campus (III.A.9-4).

Analysis and Evaluation:

The College has a sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. The LACCD Board of Trustees and the Personnel Commission ensure that all of the state requirements and district policies regarding hiring and minimum qualifications are met relative to faculty and classified staff (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).

In the College's 2015 Follow-Up Report to the ACCJC, it was determined that the student services division was understaffed and consequently unable to meet the expected level of service required by the students. To correct the shortfall of service provided to students, a list of new or replacement hires were developed and a timeline to begin the hiring process was created (III.A.9-4).

Los Angeles Mission College meets this standard.

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 and Student Services. Two Deans of Academic Affairs have been permanently filled, and the administrative structure has been expanded by the hiring of a new Dean of Student Success, an Associate Dean of Disabled Student Programs and Services and an Interim Dean of Academic Affairs. The quantity and quality of administrator leadership available to the campus demonstrates a commitment to providing continuity and effective administrative leadership and services, contributing to the College's mission, vision and purpose (III.A.10-1)(10.A-2a-d). See III.A.1 and III.A.9.

Los Angeles Mission College meets this standard.

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 Web site (III.A.11-1)(III.A.11-2)(III.A.11-3).
- The District Personnel Commission laws and rules are available on the Personnel Commission Web page (III.A.11-4).

- LACCD Employer/Employee Relations Web site includes publications regarding contract negotiation, employee discipline, best practices guides, and fair and equitable hiring (III.A.11-5).
- The LACCD Employee-Employer Relations (EER) department provides the written procedures and personnel policies related to all human resources issues, disciplinary procedures and consequences for violations (III.A.11-6).

Analysis and Evaluation:

LAMC 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 collective bargaining agreements. All interview committees include an Equal Employment Officer (EEO) to ensure that all procedures are followed and that the College adheres to fair employment procedures (III.A.11-1)(III.A.11-2)(III.A.11-3)(III.A.11-4).

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

The Employee-Employer Relations (EER) department duties include grievance, contract interpretation and administration, disciplinary action, change management, conflict resolution, supervisory and management techniques, performance management and information on extended medical leaves or resolutions and ADA issues. The EER ensures that the college's administrative staff or supervisor is fair, equitable and consistent by reviewing campus disciplinary processes, essentially conducting a secondary investigation to ensure each step of the disciplinary process is followed accurately (III.A.11-6).

Los Angeles Mission College meets this standard.

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, which is 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 opportunity 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 ensures that employees have an understanding and appreciation of diversity as it is a mandatory interview questions for all faculty hires (III.A.12-1). An Equal Employment Officer (EEO) participates in all search committees to ensure that no discriminatory practices are inadvertently introduced into the hiring process (III.A.12-2). All hiring committee members must sign a non-discriminatory policy prior to reviewing applications.

The collective bargaining units have a grievance representative which works as a mediator between the college administration and the unit. The grievance representative works with the employee and the campus administration to ensure that any personnel complaints including issues regarding fairness or diversity are promptly resolved by the administration.

All college employees are encouraged to attend Employee Assistance Program (EAP) workshops. Many workshops have included topics on diversity (III.A.12-3).

Los Angeles Mission College meets this standard.

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 employed by the College 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 LAMC President in 2014 (III.A.13-2). In addition, the College established an Anti-Bullying Pledge, signed by the Chancellor in 2012 (III.A.13-3).
- LACCD Board Rule 1204.13 describes the appropriate manner and ethical behavior in which all employees are expected to abide (III.A.13-4).
- The Classified Employee Handbook describes how employees are expected to conduct themselves in the workplace (III.A.13-5).
- LACCD HRD Employer-Employee Relations Handbook covers the disciplinary actions taken when violations of the Code of Conduct occur (III.A.13-6).
- The LACCD Discrimination Policy prohibits discrimination against any student, faculty, or staff member (III.A.13-7).

Analysis and Evaluation:

The College expects all personnel hired to uphold a high level of respect and professionalism between fellow employees and students by observing their collective bargaining units code of conduct, the college's code of conduct and the LACCD Code of Conduct (III.A.13-1)(III.A.13-2) (III.A.13-3) (III.A.13-4). The executive staff and supervisory units have assumed the duties of ensuring that professional ethics are upheld and are obligated to investigate and respond to the instances where those ethics may have been violated.

Disciplinary actions for violation of the Code of Conduct include an unsatisfactory notice, a demotion, a suspension or dismissal. District employees who are not covered by the Faculty Code of Conduct are expected to adhere to ethical standards specified in the District Board Rules (IIIA.13-2). Classified employees observe the Standards of Conduct in the Personnel Commission's Classified Employee Handbook (III.A.13-5).

If a violation has occurred, the Employee-Employer Relations (EER) can be consulted to begin the disciplinary process or provide alternative solutions to resolve the issue. If after reviewing the documentation related to the violation, the EER can determine that there is just cause for disciplining an employee for a violation and progressive levels of discipline are followed as required until the violation is resolved or the employee is terminated (III.A.13-6).

Due to yearly mandatory sexual harassment trainings for both supervisory and non-supervisory employees, all college employees are fully informed of the policy and violation of the Harassment Policy can result in discharge, termination or expulsion (III.A.13-7).

Los Angeles Mission College meets this standard.

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 & Staff Development Committee along with the Eagle's Nest coordinate and provide faculty, administrators, and classified staff with opportunities to maximize their professional and personal development through a planned program of activities and resources in support the mission and goals of the College (III.A.14-1) (III.A.14-2).
- The Professional & Staff Development committee creates a "Schedule of Workshops" each semester, which is posted on the committee website. Workshop topics vary from pedagogical approaches to general skills development (III.A.14-3).
- The Professional Growth committee of the Academic Senate supports faculty attendance at conferences and workshops (III.A.14-4).

Analysis and Evaluation:

The faculty co-chair of the Professional & Staff Development committee serves as the Flex Coordinator and is in charge of verifying and keeping records of faculty professional development activities and the annual reporting of Flex activities to the State of California Chancellor's office (III.A.14-1)(III.A.14-2) (III.A.14-3)(III.A.14-4).

The activities/workshops are evaluated through surveys to assess the effectiveness of the material

given. Evaluations are reviewed by the members of the committee to assess future needs and recommend changes. The workshop participants are encouraged to suggest topics for future faculty workshops.

Los Angeles Mission College meets this standard.

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 files in paper form containing an employee's work history, original employment application, performance evaluations, leave of absence requests, requests for transfers, notices of outstanding work performance, letters of commendation, notices of unsatisfactory service and the employee responses, resignations and reinstatement requests (III.A.15-1).
- The District Employee-Employer Relations office maintains personnel files in paper form related to an employee's disciplinary actions including poor performance evaluations, written forewarnings and notices, letters of reprimand, demotion or final dismissal. 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).
- Los Angeles Mission College maintains personnel files in the Personnel Office. These files are also held under lock and key and only the college's personnel staff has access to the files (III.A.15-3).

Analysis and Evaluation:

LACCD employees are allowed to review their personnel files by scheduling an appointment with the specified LACCD HRD or EER staff only. Limited time is allowed for each employee to review their files and copies of the document within the files are allowed for the employee's personal use (III.A.15-1) (III.A.15-2).

Los Angeles Mission College maintains a second set of personnel files in the Personnel Office. Electronic personnel records are housed in the Systems Applications and Products (SAP) HR system and available to employees through the Employee Self-Service Portal. Employees must make an appointment with personnel staff to review their personnel files. The allotted time to review the files is limited and copies of the files are allowed for the employee's personal use only (III.A.15-3).

Los Angeles Mission College meets this standard.

III.B. PHYSICAL RESOURCES

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 (IIIB.1-1).
- The facilities safety standards established by California Occupational Safety and Health Act (Cal OSHA) regulate machinery and workplace conditions (IIIB.1-2).
- Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards (IIIB.1-3).
- The College adheres to state agency regulations regulating lighting, fire escape procedures, exit doors and fire extinguisher inspection (IIIB.1-4).
- The College adheres to all federally mandated regulations through the Americans with Disabilities Act (ADA) (IIIB.1-5).
- The College's Facilities Master Plan ensures that facilities are operated in an effective, safe, and economical manner. The plan also provides a maintenance scheme for buildings, grounds, and fixed equipment which eliminates or reduces to a minimum level the risk of fires, accidents, and safety hazards, and, thereby, protecting their occupants as well as the public's capital investment (IIIB.1-6).
- The College District contracts with the Los Angeles County Sheriff's Department to provide security for the campus (IIIB.1-7).
- The District Risk Management Department regularly makes recommendations to improve campus safety. This department evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss control programs, and implement risk-avoidance programs including staff training and development (IIIB.1-8).
- Facilities and Planning Committee and Work Environment Committee meet monthly to provide input on how physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment (IIIB.1-9).
- The College evaluates the safety and sufficiency of its facilities and physical resources by conducting annual faculty and staff surveys. The work environment committee's annual review provides additional data on the safety and sufficiency of facilities.
- The College developed an Emergency Preparedness Plan in 2005 to respond to a wide range of scenarios including bomb threats, earthquakes, fire, flooding, terrorist attacks, utility outages and hazardous material incidents (IIIB.1-X).

Analysis and Evaluation:

Various teams and committees at the campus and district levels ensure the safety and accessibility of the College. The Disabled Students Programs and Services, the sheriff's department, the facilities division, and the District Risk management office work together to

ensure that regulations at every level within the state are observed at the College. The daily maintenance and facilities updates is overseen by the joint efforts of the Work Environment Committee, the Budget and Planning committee, the Facilities and Planning committee and the College Citizen's Oversight committee. The District Risk Management Department, along with the District Safety Compliance Officer, and its insurance carrier, Global Insurance Co., regularly conduct a campus safety hazard and building hazard inspection. The hazard inspection ensures that the College is compliant and up-to-date with permits and licenses as well as issues related to ADA compliance (IIIB.1-X). The District Risk Management Department also regularly evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss control programs, and implement risk-avoidance programs, including staff training and development (IIIB.1-X).

There is a mechanism for staff, students, and faculty to report problems with safety, lighting, and cleanliness to the Maintenance and Operations Department. The computerized maintenance management system is an online work order system where faculty and staff can create a facility work order for any request related to plant facility. (IIIB.1-X). The Work Environment Committee (WEC) and the Facilities and Planning Committee reviews all safety issues on campus and makes recommendations for corrections. Furthermore, the members of the WEC are responsible for on-going site inspections in their respective work areas (IIIB.1-X).

In 2012, a team developed the LAMC Incident Response Plan (IRP) to address the College's ability to prepare for emergencies and respond to natural disasters. An all-campus earthquake and evacuation drill was conducted in October 2014 as part of the state wide earthquake drill—the California Shake Out (IIIB.1-X). In 2013, the campus held an active shooter training conducted by the College's Deputy Sheriff. The training video remains on the College's website for employees and students to review. The College has also developed a threat assessment team to respond to crises involving students in distress or causing distress and provide a positive method to address student behaviors.

The College Facilities Department has a key policy (III.B-8) to safeguard campus buildings. The policy requires that department chairs or supervisors approve the issuance of keys to faculty and staff.

All College crime statistics are published every October pursuant to the Clery Act (III.B-12). This report can be found on the College's website. Prior to the publication of the report, the administration and the sheriff department review the College's rate of incident for the year and, if necessary, determine techniques to reduce the number of future incidents. Within the last three years the College has not had incidents to report under the Clery Act.

The main campus has almost completed renovations on the doors, walkways, hallways and restrooms on the main campus to remain compliant with ADA requirements. The two East campus buildings were opened in 2010 and 2012 and are ADA compliant.

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

Los Angeles Mission College meets this standard.

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 considers the needs of programs and services when planning its buildings through a variety of means, including program review*, the Facilities Master Plan, the Educational Master Plan, the deferred project maintenance plan, and the five year construction plan (IIIB.2-1).
- The College currently follows a Scheduled Maintenance and a five-year construction Plan (SMSR 5YP) (III.B-2) which is updated annually as required by the State of California. The SMSR Plan ensures continuation of a multi-year maintenance program to provide clean, safe, and functional campus facilities to support its programs and services and achieve its mission (IIIB.2-2).

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 of the College. The process to begin the planning for facilities and infrastructure for the college begins with the Facilities Master Plan. The objectives of the Facilities Master Plan align with the objectives of the Educational Master Plan which include:

- Provide minor alterations to facilitate the continued functionality of buildings as their educational needs and uses change over time
- Ensure that facilities are operated in an effective, safe, and economical manner
- Provide a maintenance scheme for buildings, grounds, and fixed equipment which eliminates or reduces to a minimum level the risk of fires, accidents, and safety hazards, and, thereby, protecting their occupants as well as the public's capital investment.

Using the Facilities Master Plan, the five-year construction plan, and the District Master project list, the College has been able to expand and modernize its facilities in an unprecedented manner. This expansion was made possible by the passage of three construction bond measures: Proposition A (2001), Proposition AA (2003), and Measure J (2008), which raised \$6 billion for the modernization and expansion of the nine campuses of the Los Angeles Community College District. The College's \$ 436 million share of these bonds measures has permitted the undertaking and completion of a large number of construction projects including several state-of-the-art instructional buildings such as the Center for Math and Science (CMS) and the Health

and Fitness Athletic Center (HFAC), parking facilities, and spurred campus wide modernization projects (IIIB.2-3). The remaining funds from Propositions A, AA, and Measure J are being used to complete renovation projects on the main campus, construct new classrooms for new programs, and/or install additional facilities with new IT equipment. (IIIB.2-4):

Deferred maintenance projects are overseen by the District and funded through bonds. When bond funds become available, the District disburses funds according to a prioritized listing of deferred maintenance projects. (IIIB2-5)

- Scheduled maintenance projects are projects funded by the state and follow the five-year construction and District maintenance and operation plans (IIIB.2-6)
- 75% of the construction projects on the facilities master plan are completed. The Media Arts Center will be completed in spring 2017 and the construction for the central energy plant will begin in fall 2017.

The District has developed a deferred project list to better contain cost and to better manage construction projects. The list contains all construction and maintenance projects that have been deferred due to a lack of funds. If funds become available, the final three projects at the college will be the following:

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

The Director of College Facilities oversees the overall maintenance and safety of the main campus and reports to the Vice President of Administrative Services. Facilities has a staff of approximately 40 people with one director, three supervisors, one operations manager, one general foreman, nineteen custodians, two gardeners, seven trades people, and one clerical staff person (IIIB2-7). College Facilities is organized into two main areas: Plant Facilities and Maintenance and Operations. The Maintenance and Operations Department is supervised by an Operations Manager who oversees custodial, shipping, receiving, and reprographics services. The Plant Facilities Department is supervised by a general foreman who oversees gardening, electrical, ventilation, plumbing, painting, carpentry, and other related services.

Faculty and staff may request repairs or office upgrades directly from Plant Facilities through the computerized maintenance management system work order process. The Work Environment Committee (WEC) provides another avenue to address facility issues. The WEC is an AFT Faculty Guild committee that reports to the College President and works closely with the Facilities Planning Committee. The WEC provides members of the facilities and planning committee a thorough understanding of what is needed in a particular building, but also how the repair, new equipment or new project will help or affect the faculty, staff, and students.

Los Angeles Mission College meets this standard.

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 through program review, and the Educational, Facilities, and Technology Master Plans (IIIB.3-1).
- The Curriculum* and the Distance Education* Committees assist the Information Technology (IT) Department and the Plant Facilities Department by recommending improvements in infrastructure and equipment for distance education delivery (IIIB.3-2).
- Committees such as College Council, College Citizen's Oversight Committee and the Work Environment Committee also participate in evaluating the institution's facility's needs (IIIB.3-3).
- The College reviews and updates on an annual basis the Five-Year Facilities Construction Plan and the Annual Space Inventory Report, which include the capacity/load ratios and are based on current and projected enrollments. (IIIB.3).
- The College District subscribes to FUSION (Facility Utilization, Space Inventory Options Net), a framework designed for the California Community Colleges (CCC). FUSION is a Web-based system that streamlines the CCC's current facilities planning process and works in conjunction with the California State Department of Finance. The statistics in the plan show evidence of available square footage compared to utilization. The Maintenance and Operations Department and the Vice President of Administrative Services update these plans annually. (III.B-1) (III.B-2) (III.B-3).
- The Office of Academic Affairs created an Enrollment Management Committee to increase student enrollment and maximize the efficiency of classroom usage (IIIB.3).

Analysis and Evaluation:

The College evaluates and prioritizes the need for physical resources through the review of the Educational, Facilities, and Technology Master Plans, program review, and requests for equipment (III3-1). The College reviews federal, state, and county code regulations while abiding by District purchasing policies. In meeting the needs of its programs and services, the College evaluates the effectiveness of its facilities and equipment by gathering information from various sources such as shared governance committees, including the WEC and the F&P Committee.

The College Curriculum and the Distance Education committees assist the Information Technology (IT) Department and the Plant Facilities Department by recommending improvements in infrastructure support for equipment needed for distance education delivery. To schedule classes and maximize room occupancy, a variety of software is utilized and monitored for classroom efficiency. Academic Affairs manually assesses and tracks occupancy of each classroom and uses it to evaluate classroom usage. Each department analyzes its enrollment data to evaluate the level of growth, the need to increase or decrease sections, and to justify changes in classroom locations.

Since 2010, the College has improved the number of its large capacity lecture classrooms as well as greatly increased laboratory facilities for math and science. As outlined in the 2009 College Master Plan, the campus uses 61 percent of its space for classrooms and another 20 percent for support staff. This means that of the campus' 530,000 gross square feet, over 80 percent is utilized to offer instruction and services on campus, which supports the plan to update, build, renovate, and maintain the College in accordance with the Master Plan.

The Director of College Facilities and the Vice President of Administrative Services conduct annual evaluations of campus facilities and provide recommendations on scheduled maintenance of existing buildings and grounds to the District's Facilities, Planning, and Development Department. These items are subsequently prioritized alongside the other nine colleges' requests and submitted to the state for possible funding. Once the state approves the requests, the funds become available for individual projects on the campuses. The Facilities Planning and Development Department oversees the distribution and expenditures of the funds.

Los Angeles Mission College meets this standard.

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) guides the College in its long-range capital planning which support institutional improvement goals (IIIB.4).

Analysis and Evaluation:

The Facilities Master Plan (FMP), developed in 2009 by an architect and overseen by the Facilities Planning Committee, guides long-range capital planning on campus. This plan supports the expansion of the College to an institution with a capacity of 15,000 students. Guiding principles include the increase in classroom space, parking, laboratories, and office space, the development of a One-Stop Student Service Center and the renovation of select buildings. The total cost of ownership has been given careful consideration in deciding whether to construct new buildings or renovate existing structures. The uncompleted projects of the Bond A/AA and Measure J, along with the status of each project, are listed in the reference section. 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, and the project management group, Gateway Science and Engineering, will continue to work on the College's long-range goals while keeping in mind existing budget limitations.

Los Angeles Mission College meets this standard.

III.C. TECHNOLOGY RESOURCES

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 of the college, supporting over 1,200 computers, laptops, and portable devices. ITS is headed by the Manager of College Information Systems, who reports directly to the Vice President of Administrative Services (IIIC.1: link to organization chart of ITS).
- ITS staff ensure the protection and stability of software and equipment on its computer systems. Computer workstations are installed with the most updated software available. 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
- ITS is staffed with technical professionals competent to provide desktop user support, network maintenance and audio/visual equipment support. It is composed of the following sub groups:
 - **Microcomputer Support** provides front-line microcomputer support to College's user community (students, staff, faculty, and administration). 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. Additional systems supported by the Software Development group include SARS GRID (appointment/scheduling), Microsoft Outlook Exchange (employee e-mail), Office 365 (student e-mail and cloud based storage) and development of the College's public website, <http://www.lamission.edu>.
 - **Media Services** provides technical support for audiovisual equipment in classrooms and meeting rooms (link to functional org chart for ITS and Media Services). Specialized services can be accessed through service contracts administered by ITS and are also managed through the CMMS work order program.

LACCD IT Services:

- For district wide technology infrastructure and systems, LAMC receives IT support from the District Office of Information Services (DOIS). DOIS plans and maintains a reliable and robust infrastructure for local area inter- and intra- campus networks, as well as institutional access and security to the public Internet.
- DOIS provides a comprehensive enterprise-level administrative system capable of recording, storing and reporting on data for student, financial, academic, and administrative transactions. They provide the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources.

- District wide technology standards: The District and its nine colleges work in collaboration to develop standards for data centers, network cabling, data storage, desktop computers, printers, servers, and projectors. 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:

- Student Information System (SIS) (<https://eweb4.laccd.edu/WebStudent/signon.asp>). Will be migrated to Oracle's PeopleSoft Campus Solutions in late 2016: (<https://www.laccd.edu/sismodernization/Pages/default.aspx>)
- ESC (Educational Service Center): Central offices supporting the entire district. The main data center is located in the ESC.
- Electronic Curriculum Development (ECD:) System: allows users to create courses for academic programs as well as modify, reinstate, and archive courses.
- Student Email System (<http://www.lamission.edu/it/studentemail.aspx>) Microsoft Office 365 provides an easily accessible and reliable email system.
- SAP: a human resources, accounting, procurement, and finance enterprise system that includes a centralized accounting and human resources database.
- CMMS: Computerized Maintenance Management System. An SAP based trouble ticket system for tracking and responding to technology related issues. CMMS allows users to request technical support from ITS and have their requests automatically queued and prioritized for response. (link to CMMS PowerPoint evidence)

Technology is integral to learning, teaching, research, communications, and operations at Los Angeles Mission College. Technology needs are continually evolving at LAMC and are integrated into many areas of the school ranging from students who use technology for registration, completing coursework, communicating with faculty and peers to faculty who use technology to deliver instruction, communicate with students and manage overall classes. Many of the facilities infrastructure and campus physical security also have a technology component to them so that systems can be monitored and controlled remotely using the campus technology infrastructure.

The 2010-2015 Technology Master Plan (TMP) (link) is fully integrated into LAMC's Strategic Master Plan, supports the Educational Master Plan, is consistent with the Facilities Master Plan, and aligns with the District Technology Strategic Maser Plan. The TMP outlines technology solutions within the College and is supported by the Technology Committee. The committee promotes student success by providing access to instructional resources, updates to the College infrastructure, 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 update the TMP by Spring of 2016, pending the update of the Strategic Master Plan and Education Master Plan (Evidence to meeting minutes)

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. (<http://lamission.edu/it/docs/wirelessMap.pdf>) A 30% Increase in WiFi coverage is planned in the 2015-2016 academic year, which will provide higher density and improved connectivity.

- Cisco system VOIP based phone system is in use throughout campus for voice communications and is kept current and supported by Cisco through renewal of service contracts.
- LAMC has 103 Smart classrooms and 17 labs. Smart classrooms come equipped with overhead projectors, amplified sound and integrated wall controls, allowing computers, laptops, DVDs and other media sources to aid in the instruction of courses.
- The ratio of computers to students is 1:10.
- ITS develops and maintains the LAMC website which is used to provide students, faculty and staff general information on the College including classes, student services and events. Portions of the website are integrated with DOIS systems including SAP and the Student Information Database. A student portal is provided to access their student email. A faculty/staff portal is provided to access resources such as the Program Review system and the Student Learning Outcomes Assessment System (evidence)
- LAMC is currently in the process of making its website compatible with mobile devices and implementing a new content management system called Kentico
- In 2010 Student Learning Outcomes Online System was implemented and is continuously reviewed and updated. It has been used by faculty since then to record course, program, and institutional outcome assessments and changes implemented.
- A Program Review Online System was implemented in 2007 and has been used by all Academic and Administrative departments in the college. It is currently in the process of being redesigned and is due to be completed before the next Program Review cycle in 2016.
- Etudes is the current learning management system used for distance education courses.
- 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.
- The campus has a fully redundant fiber network infrastructure that links the Main Campus with the East Campus, and links all buildings together. The connection of future buildings was anticipated when the fiber was installed in 2009.
- LAMC has been active on Facebook since 2013 and is used for public outreach to students.
- **Assessment Testing Lab (EXPAND TO A FULL SENTENCE)**
- Microsoft Office 365 is a cloud based system used by students and staff which offers 1 TB of cloud based storage for any type of computer document, free installation of Microsoft Office Suite 2013 on personal devices, a Web based version of the Office Suite, Web based email and email filtering.
- Media Services (hardware)
 - The College's instructional media staff provide and maintain the audio/visual technology, equipment and services to support the courses, instructional activities and academic events at the College.
 - Services include faculty instructional media support and training, including audio/video technology, video recording and editing, video-conferencing, graphic presentations, document scanning, digital signage, new technology research, and implementation of all classroom A/V technology.
 - The staff offers video production services to faculty and staff for instructional purposes.

Analysis and Evaluation:

The Educational Master Plan (EMP) establishes the academic direction and priorities for the college; the Facilities Master Plan and Technology Master Plan identify the buildings, infrastructure, equipment and software needed to support the EMP user requests for tech support are handled through a new automated work order system, CMMS, while technology support to the campus is provided by skilled professionals in the College's ITS, Media Services and Computer Science departments and by contractors engaged by the College.

The College regularly evaluates its technology services, professional support, facilities, hardware and software to ensure they are adequate in supporting the College's managements and operational functions, academic programs, teaching and learning, and support services in several ways.

- In the fall 2013 Student Survey (http://www.lamission.edu/irp/docs/Fall_2014_On-Campus_Survey_Results.pdf), a high percentage of the 2,965 LAMC respondents indicated favorably that the College is doing an adequate job of serving the technology needs of its students.
- In the fall 2013 Faculty/Staff Survey (link to evidence), a sizable majority of respondents either strongly agreed or agreed that the technology and related support services provided at the College, allows them to effectively perform their required duties.
- A DE Student survey was conducted in fall 2014 (http://www.lamission.edu/irp/docs/Fall_2014_DE_Survey_Results.pdf) and was completed by 154 LAMC students.

These survey results indicate that the College is doing an adequate job of serving the technology needs of its students, faculty and staff.

The Information Technology Services 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.

The new SIS system will transform the way the District delivers services to students, faculty, and staff with enhanced functionalities by allowing access from anywhere at any time via its Web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources, District IT service plans and maintains a reliable and robust network for local area inter- and intra-campus networks as well as institutional access to the public Internet and the World Wide Web (Link to LACCD SAP System Architecture).

- Continue to look into technologies that provide lower Total Cost of Ownership (TCO), using components that have longer life cycles and lower management requirements and in particular cloud based systems rather than on premise.

ACTIONABLE IMPROVEMENT PLAN

After further study, the College found that there are areas to improve upon the use of the data collected from student, faculty and staff surveys. By spring 2016, the Technology Committee will create an improved process for student and faculty surveys to better assess the technology related needs of the College. The process in turn will aid in further developing the Technology Master Plan and the Technology Replacement plan.

By fall 2016, the Technology Committee will have a fully developed Disaster Recovery Plan that addresses major outages and large scale catastrophes.

By spring 2016, the Technology Committee will update the Technology Master plan, aligning with the College's Educational Master Plan. The committee will review and update the Technology Replacement Plan on an annual basis.

Los Angeles College meets this standard.

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, allowing for continuous improvements in computing technology.
- The annual online program review system is used to request and plan for replacement of infrastructure, equipment, software and other technology enhancements.
- Agreements with multiple vendors including Microsoft, Adobe, Cisco and Palo Alto Networks are in place which ensures prompt support and regular updating of software.
- LAMC takes advantage of the District's Microsoft and Adobe Professional Agreements, which allows the college to stay current on the latest versions of Windows, Office, Creative Cloud and other common software.
- Updates for Etudes, the campus Course Management System updates are done on a regular basis (?). The College is evaluating and considering moving to Canvas as its new learning management system.
- The DOIS has established a standard for smart classrooms which incorporate projectors, switching and associated Extron and Crestron controls. Lamp-based projectors are being replaced with LED based ones, reducing maintenance and interruption of classroom instruction.
- PeopleSoft will replace the current Student Information System, DEC, in 2016 (<https://www.laccd.edu/sismodernization/Pages/default.aspx>).
- New assets are planned and procured through the College's bond-funded capital construction program, which is integrated with the College's Facilities Master Plan (link

to FMP and Strategic Execution Plan). In turn, both the Technology Master Plan and Facilities Master Plan support the College's Educational Master Plan (link to EMP).

- Virtual Desktop Infrastructure (VDI): The college has an infrastructure of 70 VDI endpoints. In 2015, ITS researched VDI technologies and presented findings to the Technology Committee. After realizing the reduced TCO and longer refresh cycles, an additional 135 endpoints were added to the campus infrastructure. In 2015, ITS successfully deployed 50 repurposed desktops that had exceeded their prior lifecycle (8 years old), by converting them to VDI endpoints. Their new, anticipated lifecycle will be an additional 5 years. (evidence)
- CMMS: the Computerized Maintenance Management System is used to inventory assets and track life cycles of equipment.

Analysis and Evaluation:

Los Angeles Mission College systematically plans, acquires, maintains, upgrades, and/or replaces technology infrastructure and equipment to meet the institution's needs through a well-developed process that involves the College Technology Committee (<http://www.lamission.edu/facstaff/technology/default.aspx>), a shared governance body that recommends technology needs to the College Council. The College Technology Committee ensures that the technology-related activities of the Strategic Master Plan and the Technology Master Plan are being implemented. ITS is responsible for the overall selection, installation, maintenance, update, and upgrade of all technology infrastructure of the College. At the District level, the District Office of Information Services (DOIS) is actively involved in all tasks related to network security and District wide systems.

To continue fostering the LAMC's technological integrity, advancing its mission, and improving institutional effectiveness, the Technology Committee meets on a monthly basis to elicit input for the goals and objectives of the college. A five-year (2014-2019) Technology Replacement Plan (TRP), adopted in 2013, identified the associated costs to replace various technologies including computers, printers and audio/video equipment. Equipment life cycles and projected growth determine when upgrades and replacement would be necessary, and thus insuring that technology is kept current. The TRP is reviewed multiple times throughout the year, and is updated annually by the Technology Committee.

Individual departments use an annual program review system to request and plan for replacement infrastructure, equipment, software and other technology enhancements. (Evidence)

ITS staff attend conferences and district technology meetings to learn and discuss current industry standards to consider at the institution. This allows collaboration with colleagues and vendors to ensure current technologies are evaluated and considered for LAMC (evidence to CISOA, Ignite).

The Five-Year Technology Replacement Plan, part of the Technology Master Plan, and the program review process drive the acquisition of new technology assets and assist in making decisions about the manner in which technology assets are refreshed and replaced. The TRP is

aligned with the various institutional strategic plans, prioritizing technology in areas that directly impact student instructional support.

LAMC depends on restricted funding sources such as block grants and specially funded programs to fund the initial acquisition of technology and service. One challenge ITS faces is sustaining the ongoing expense of maintaining this equipment as there are times, insufficient funds available for ongoing maintenance and upgrades. To address this, ITS maximizes cost savings on technology by making purchases through District agreements whenever possible. In addition, ITS constantly seeks ways to lower the Total Cost of Operation (TCO), such as using virtual desktop technology when possible.

ACTIONABLE IMPROVEMENT PLAN

ITS will continue to explore emerging technologies that may offer lower TCO, longer refresh cycles and ease of management.

Los Angeles Mission College meets this standard.

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

- Technology resources are accessible for users and mainstream the process for everyone (from the application process forward).
- Single Sign-on: LDAP (TT p. 3) and Active Directory allow students and faculty to securely access multiple services online without having to remember multiple credentials. They are used on many systems including access wireless networks, Office 365, and District wide systems.
- Student ID: the College is moving to a statewide, Federated ID, which will allow for easier access into systems. It is a pre-school through university standard.
- With the new Student Information System (SIS), students will have a common Web portal that connects them to their email, SIS and Learning Management Systems (LMS).
- Students and Faculty are provided individual email accounts, accessible both on and off campus. Off-campus access is provided through a Web interface and through industry standard Smartphone email applications.

Safety and Security

- Security Cameras are located throughout campus, both indoor and outdoor. (Evidence: campus maps)
- Emergency call and mass notification stations are located throughout campus and are used for immediate communication with campus security and for a public address system in emergency situations. (Evidence: campus maps)

- The network infrastructure protected by the enterprise firewall system is jointly supported and maintained by local campus IT and District Office.
- All local campus systems run Microsoft System Center Endpoint Protection to protect against viruses, malware and other threats.
- Wireless Network: Users are required to authenticate against a user database to verify that they have an active account. Users are able to roam between access points and are limited to 10 hours per session before having to re-authenticate.
- Anti-spam, virus and malware email filter: 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.

Backup and Redundancies

- The N+1 model is an industry standard method of creating resiliency and redundancy and is used on critical servers, infrastructure components and other high availability systems. *(evidence to systems that are redundant)*
- The College has two data centers, one located on the main campus and another on the East campus. Critical systems are replicated between these two data centers so that in the event one of the data centers has an issue, the system in the other data center is able to continue providing services.
- Storage Area Network (SAN) = HP Lefthand and Nimble SAN systems are used to provide increased storage performance and availability.
- Virtual Servers: 50% of servers run on HP Blade systems using VMWare virtual technologies, allowing for greater flexibility, management and recovery in the event of a failure.
- 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.
- All systems have UPS battery backups.
- Essential District systems are N+1 redundant, including battery backup and air conditioning systems.
- Backups: District and the local campus have continuous backups of all systems.
- All buildings on the main campus are connected to the Primary Data Center by a redundant fiber optic ring. The ring was configured for fail over in the Intermediate Distribution Facilities (IDF).

Analysis and Evaluation:

Los Angeles Mission College utilizes a number of technologies and models to assure that systems are consistently available, reliable, safe and secure. The College has two self-sufficient data centers located about a mile apart. The Primary Data Center (PDC) is located on the main campus and the Secondary Data Center (SDC) is located on the East Campus. The SDC is not solely a redundancy of the PDC; it also reduces the workload of the PDC. The redundancy feature of PDC and SDC provides the business continuity and disaster recovery to meet mission critical needs in the learning and teaching environment. 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 Los Angeles Valley College (<http://www.lavc.edu/revitalizingvalley/projects.aspx#odc>) and/or on third party Cloud solutions (Office 365 and Microsoft Azure).

ACTIONABLE IMPROVEMENT PLAN

Information Technology Services (ITS) will continue to explore emerging technologies that may offer lower Total Cost of Operation (TCO), longer refresh cycles and ease of management.

Los Angeles Mission College meets this standard.

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:

Training Provided

- The Eagle's Nest* (<http://libguides.lamission.edu/EaglesNestFacultyResources>) provides instructional technology support to faculty teaching. The Center 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.
- Microsoft IT Academy: The College maintains a subscription to Internet-based training of Microsoft products and is available to all staff and faculty. Training topics include both Office related software and IT related systems including Microsoft Exchange, Windows Server and SQL Server.
- Technology conferences: ITS staff attend conferences throughout year to stay up to date in the field.
- ITS staff attend Vendor conferences and online events throughout the year
- Technology Flex Activities on contractual obligated flex days: The College ITS department and staff provide technology training to students, faculty, staff, and administrators.
- Etudes Self-Orientations are provided.

Training Needs

- Training is determined by the number of faculty that are using a technology and the demand for instruction.
- Software updates and new systems trigger new training.

Training Assessment

- Faculty must achieve the standards established by the DE Committee to obtain DE certification.

Analysis and Evaluation:

The College provides extensive technology support and training through numerous modalities to ensure faculty have convenient and regular access to training that is customized to meet their needs. In addition, faculty have the opportunity to seek training through the College's online training resources (<http://www.lamission.edu/it> and Microsoft Academy).

ACTIONABLE IMPROVEMENT PLAN

The College has determined that there is a need to obtain additional feedback from faculty and staff that have received technical training and to use this information to determine future training needs. Additional training evaluations will be conducted immediately following a training session

Los Angeles Mission College meets this standard.

III.C.5

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

(Include as a procedure on how decisions are made, referencing earlier sections above. How does the institution make decisions about use and distribution of its technology resources? What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE courses and programs).

Evidence of Meeting the Standard:

The College has policies and procedures developed either at the District level or local campus level that guide the use of technology in education and ensure its reliability, safety and appropriate use. These policies and procedures are reviewed on a regular basis in order to maintain their effectiveness.

- The Distance Education (DE) Committee has developed several policies related to online teaching and learning. Once approved by the DE Committee, the policies are sent to the Educational Planning Committee (EPC), which is an Academic Senate Committee.
- The Work Environment Committee (WEC) develops policies that govern the use of technology as it relates to their application in the workplace. The Work Environment Committee reports to the American Federation of Teachers (AFT). Once the WEC approves technology-related policies, the policies advance to the College Council for final approval.
- The District has established several administrative regulations regarding the use of email, computer systems, college networks and use that the college has implemented and enforced.

Analysis and Evaluation:

The District Technology Council, comprised of the Chief Information Officer, and IT managers from the nine campuses and the District Essential Services Center (ESC) is responsible for recommending network policies, standards, and for driving details of the discussion about District wide projects which are implemented across all the nine campuses. The College has established policies through its Academic Senate and College Council to ensure that the use of technology is appropriate in the teaching and learning process. The college committee approval process ensures that the campus has the opportunity to engage in dialogue regarding the implementation of policies related to technology use and gives an opportunity to those who will be affected by the policies and opportunity to provide input.

Los Angeles Mission College meets this standard.

III.D. FINANCIAL RESOURCES

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)

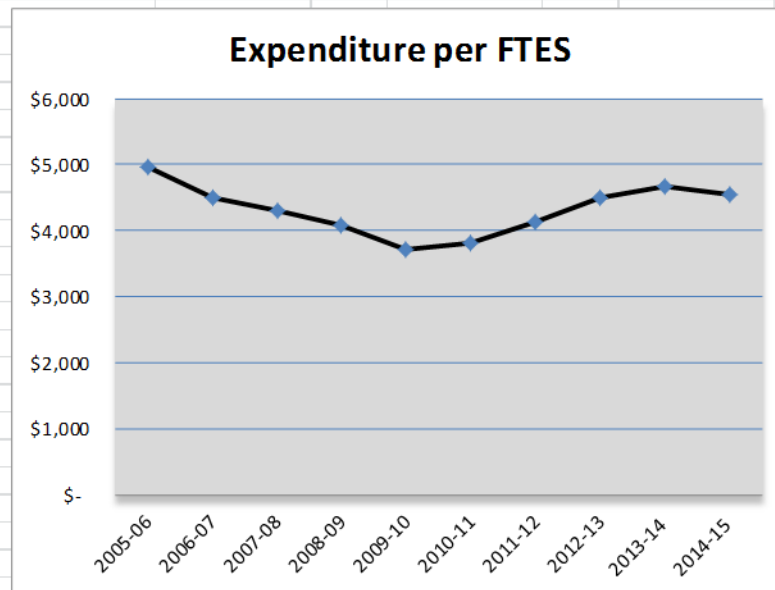
Evidence of Meeting the Standard:

- LACCD developed a budget model in fiscal year 2012-13 for each of its nine campuses depending as a function of their program offerings. The College Budget for fiscal year 2015-16 is \$32 million (III.D.1-1 LAMC Final Budget of Unrestricted General Fund; III.D.1-2 LACCD Budget Allocation Model).
- LAMC receives an allocation from the Los Angeles Community College District (LACCD) annually with adjustments 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 Unrestricted General Fund by Sub-major Commitment Item; III.D.1-4 Restricted General Fund Appropriations).
- The allocation received is adequate for LAMC to support its programs and services as evidenced by the ability of the College to accomplish its enrollment goal within its budget allocation each year (III.D.1-5 Unrestricted General Fund – Annual Open Orders and Ending Balances; III.D.1-6-a through d Enrollment Reports).
- LAMC reached its FTES goal for the last two years with academic year 2013-14 reaching 5 percent and academic year 2014-15 reaching 8 percent growth. LAMC had a positive ending fund balance each year (III.D.1-7 Unrestricted Gen Funds-10-year Trend).

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)**



- Each May, the District provides a draft budget that is shared with the Budget and Planning Committee (BPC), followed in September by a detailed budget on the College's unrestricted general fund. The BPC receives budget projection updates at its monthly meetings and at other times when additional funds become available. The 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 2015-2016 BPC Over Base Request Ranking Results; III.D.1-9 2015-2016 Budget Development Calendar).
- In the event that a budget shortfall is identified, the College President and VP of Administrative Services develop a strategy to ensure a balanced budget and maintain fiscal solvency. The recommendations are presented to the Budget and Planning Committee for discussion and feedback.

Analysis and Evaluation:

Due to the economic recession of 2008 in California, the College concentrated its resource allocation on the maintenance and stability of departments and programs rather than on innovation and growth. The Districts and College remained fiscally solvent despite the decreased amount of State resources. Nevertheless, the recession tested the District's and College financial stability and long term stability. With the influx of more discretionary funding in the last couple years, BPC is now able to consider funding resource requests for growth and innovative programs.

The College administration and District Office work closely and continuously to monitor the status of the College's budget and to discuss possible strategies to maintain fiscal solvency. The College provides monthly budget projections and holds quarterly meetings with the District CFO and staff to discuss its financial position and solvency. Both the District and the College have a clear understanding that financial stability and effective use of resources are essential to providing long term stability and supporting the mission of the District and College.

The College has demonstrated sound financial planning and execution each year by meeting enrollment targets within its allocated budget. The LACCD allocation formula is based on enrollment; it disburses funds for key areas of the institution including maintenance and operations. The College has demonstrated that even during times of substantial budget reductions, priorities are established to ensure access for students and the continued financial viability of the College and its solvency. In the event that an exceptional audit finding is noted in the independent auditors' annual audit report, the issue is quickly corrected. A fiscal report submitted annually to ACCJC provides key financial data covering a three-year period. Los Angeles Mission College meets this standard.

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 constitute the foundation for financial planning. Each year during program review, departments must connect the mission of the college to the department/division mission (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).
- The LAMC processes ensure sound financial practices and financial stability and revolve around a review of the monthly projection of expenditures and the monthly financial projections. Administrative Services prepares the LAMC Monthly Financial Projection. Subsequently, the BPC reviews the projection on a monthly basis to ensure that all relevant information is shared with all College constituents. The BPC reports a summary of its actions to the College Council on a monthly basis (III.D.2-4 LAMC Monthly Financial Projection; III.D.2-5 BPC Meeting Agenda).
- The College has an established process for the allocation of resources through the program review* process. (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).

Analysis and Evaluation:

The District and College Budget budgeting process effectively provides a means of ensuring an equitable distribution of resources across the District and long-term financial stability. Furthermore, it is an effective communication tool that ensures alignment of District and College educational and FTES planning with resource allocation.

The District's Budget Committee provides a means of communicating financial information to all constituency groups throughout the District. It serves as a resource to ensure cohesive alignment between financial planning and District wide goals and educational planning. The District Budget Committee's allocation process and procedures enjoy Campus-wide acceptance.

Departments routinely link goals and planning directly to the College Mission in their resource funding requests. 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 as part of program review. 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 Unrestricted Gen Funds-10-year Trend)

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 Board of Trustees of the LACCD establishes the budget calendar for the academic year. LAMC budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy (III.D.3-1-Annual Budget Proposal Process).
- The District consistently maintains adequate reserves to meet its cash flow obligations.
- Departments are allowed to reallocate budget items in the non-salary line items. Additional funds may be requested through the program review process. (III.D.3-2 Program Review Process and Resource Request)
- The College community has appropriate opportunities to participate in budget planning and development through the program review process. This process allows individuals in departments to analyze and discuss information about the department, including its budget. Additionally, all faculty and staff can access information on budget and planning through their constituency meetings, for example the BPC (III.D.3-3) <http://www.lamission.edu/budget/> and the College Council (III.3-4) <http://www.lamission.edu/council/>
- The College utilized the expertise of the Student Success Committee (SSC) to formulate the plan for student success and the allocation of new funds in both the Student Success and Support Programs (SSSP) and the Student Equity Plan (SEQ).

Analysis and Evaluation:

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.

The institution has policies and procedures to ensure sound financial practices and financial stability. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

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 the BPC and College Council. Participation in these committees includes representation from all constituency groups.

Each year, the 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 for planning, budgeting and allocation of resources that provide appropriate opportunities for all faculty and staff to participate in the development of institutional plans and budgets.

ACTIONABLE IMPROVEMENT PLAN

The College intends to disseminate the drafted plan from the Student Success Committee for campus-wide review and comment.

Los Angeles Mission College meets this standard.

III.D 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 annual audit by an independent auditor to ensure that its financial statements are accurate and that its financial management practices and internal controls effective. When findings occur, corrections and improvements are implemented in a timely manner. In addition, the District conducts regular internal audits to assess its controls of financial and information systems and uses the findings as a basis for improvement.
- The District's budget process provides an effective financial management tool for fiscal stability while navigating through periods of volatility in funding streams.
- The College relies on the District to provide resources for its general operations. (III.D.4-1 2015-2016 Final Budget-General Fund by Expenditure Class; III.D.4-2 LAMC Final Budget of Unrestricted General Fund)
- Many departments have developed entrepreneurial opportunities; for example, in order to generate additional revenue, the Health and Fitness Department provides opportunities to external parties to rent the LAMC Health and Fitness facilities.
- The College is in partnership with external agencies, such as LACOE and the Youth Policy Institute, to deliver contract education. These additional resources are part of the unrestricted general fund. If additional, unexpected resources become available throughout the year, the BPC recommends the manner in which these resources can be allocated.

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 maintain fiscal stability through difficult economic times. The Vice President of Administrative Services coordinates and directs the Business Services Office staff who carry out the business functions of the College in conjunction with the business staff at the District. These functions include payroll and personnel, accounts payable, accounts receivable, account reconciliation, requisitions and purchasing, contracts and grants. Management coordinates, monitors, and adjusts these functions as needed through frequent and regular interaction with staff. Managers of externally-funded programs also meet with the business staff and

administrators to ensure financially sound and generally accepted accounting practices are routinely followed in such programs.

LAMC planning is based on evaluating available resources and prioritizing needs to meet the objectives of the College. The focus on instruction is paramount to the institution. When additional resources become available, the BPC recommends to the College Council the manner in which those funds should be allocated. The College strives for a fair distribution of resources based on its objectives and mission.

LAMC works closely with the District Office and submits monthly projects, quarterly reviews of FTES objectives, and financial projections for evaluation.

Los Angeles Mission College meets this standard.

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 mechanism 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 Board Rule 7608); (III.D.5-2 Financial reports to the Board); (III.D.5-3 Financial reports to BFC; BFC minutes)**
- 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 Board Rule 7900); (III.D.5-5 Board Rule 7900.10-7900.12); (III.D.5-6 Presentation of audit to BOT)**

- 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 LACCD Financial Report Information and Frequency, 2015)**
- d. The Office of Budget and Management Analysis develops districtwide 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 LACCD Budget Development Calendar 2015-16, 6/26/15)**
- 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 LACCD Financial Audit, 6/30/14, p.82 & 87); (III.D.5-10 LACCD Financial Audit, 6/30/09); (III.D.5-11 LACCD Financial Audit, 6/30/10); (III.D.5-12 LACCD Financial Audit, 6/30/11); (III.D.5-13 LACCD Financial Audit, 6/30/12); (III.D.5-14 LACCD Financial Audit, 6/30/13); (III.D.5-15 LACCD Financial Audit, 6/30/14)**
- 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 LACCD Financial Audit, 6/30/14, p.83 & 91-118)**
- 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 Internal Audit Plan FY 2008-09); (III.D.5-18 Internal Audit Plan FY 2009-10); (III.D.5-19 Internal Audit Plan FY 2010-11); (III.D.5-20 Internal Audit Plan FY 2011-12); (III.D.5-21 Internal Audit Plan FY 2012-13); (III.D.5-22 Internal Audit Plan FY 2013-14, 9/11/13); (III.D.5-23 Internal Audit Plan FY 2014-15, 9/17/14); (III.D.5-24 Internal Audit Plan FY 2015-16, 4/15/15)**
- h. The Internal Audit unit conducted a Districtwide 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 Risk Assessment, 8/27/14)**
- 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.

LAMC:

- The District and College regularly evaluate financial management practices. At the College, the Vice President of Administrative Services and College Financial Officer Services oversee financial management of the Institution in collaboration with the

Business Services staff. The Vice Presidents of Administration meet quarterly with the District Vice Chancellor of Finance and Administration and administrators in the Business Services, to discuss issues impacting College finances and operations.

- The College reports monthly its financial status to the District and the College in order to assure that it is making sound financial decisions and responsibly using its resources (III.D.5-1-LAMC Monthly Financial Projection).
- 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.5-2-LAMC Quarterly Financial Reports).
- Financial information is disseminated monthly through the Budget and Planning Committee (BPC) and posted on the BPC website. Department budget information is linked on the BPC website for easy access for all employees who have access to the SAP budget system (III.D.5-3 [Los Angeles Mission College Budgets](#)).
- The College has internal controls for its handling of financial transactions as articulated in the Business Office Processes Manual that is reviewed and updated annually. It clearly indicates separation of duties among staff. (III.D.5-4 LAMC Business Office Processes Manual <http://www.lamission.edu/services/businessoffice/default.aspx>).
- The District Audit Department annually performs an internal audit of the College cash controls to insure compliance. (III.D.5-5 LAMC Cash Control Corrective Action Plan).
- In addition to the Business Office, each department of the College has the ability to manage its budget with 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; the Vice President Administrative Services is the final approver.

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 has processes and procedures in place to ensure proper controls in handling its resources.. All appropriate faculty and staff have access to the budget system. Each department receives information on the detail of its budgets to review for accuracy and reallocation of non-salary items. The evaluation of the College's financial practices occurs in retreats that are held on an annual basis, through the assessment of Service Area Outcomes (SAOs), as well as in the annual program review process.

Los Angeles Mission College meets this standard.

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 the Monthly projections before they are submitted to the District Chief Financial Officer/Treasurer. (III.D.6-1-LAMC Monthly Financial Projections).
 - The BPC reviews the monthly financial projection at its meetings. (III.D.6-2-Minutes from PBC Meetings Regarding Review of Monthly Projections).
- The College ensures adequate budget for instruction to meet the enrollment goals each year. Instructional supplies and equipment budgets have remained intact since 2013; with a few departments having ongoing non-salary resources funded for the first time in 2014. [How? Still needs to be clarified with Danny.] (III.D.6-3-Budget for Instructional Supplies and Equipment 2009 through 2015; III.D.6-4-List of Funded Resource Requests 2013-14).
- Internal control systems are regularly evaluated and assessed through both internal and external audits. The District has an Internal Audit Department who regularly review internal control systems and compliance with federal and state mandates. In addition, the District contracts for an annual independent audit, which includes an assessment of the financial report, internal control systems, and compliance with federal and state programs.

Analysis and Evaluation:

Each month the College reports its projected financial status to the BPC.. The College has demonstrated through its practices that instruction is the primary focus, and instructional supplies and equipment budgets have remained intact since 2013. The College honors the department prioritization of resource requests, as departments and divisions have the best information regarding their needs.

Los Angeles Mission College meets this standard.

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).
- The District provides a list to the College of any audit findings, so the College can prepare a corrective action plan addressing any audit findings.

- Additionally, the College undergoes periodic internal audits which are conducted by the Educational Services Center (ESC) Internal Audit Department (IAD) at the District Office. These internal audits are focused on specific programs, areas and, or, departments of the College.
- The College receives a written report on the findings at the conclusion of these IAD audits. Based on the findings, the College may be required to develop a Corrective Action Plan (CAP). (III.D.7-2).
- Senior administration reviews CAPs. The information is disseminated to the appropriate individuals and departments as necessary for corrective action. Findings which impact the financial plan, budget, and current and predicted budget conditions are shared with the BPC and College Council.

Analysis and Evaluation:

LAMC widely disseminates information with regard to findings from external audits. The College makes changes as necessary to the financial plan, budget, and current and predicted budget conditions via the Budget and Planning Committee and the College Council. Additional reports may be presented to the Academic Senate depending on the severity of the audit issue. In addition, periodic dissemination of information occurs during meetings with the academic department managers and Administrative Services.

ACTIONABLE IMPROVEMENT PLAN

The College plans to provide additional training for members who have been appointed to participatory governance so that they can learn how to properly disseminate and communicate with their respective represented groups.

Los Angeles Mission College meets this standard.

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:

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.

LACCD:

- 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).

- 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).
- 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.8-1 BOT agenda-audit, 12/3/14**); (**III.D.8-2 – BFC minutes-audit, 12/3/14**).
- 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).
- 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.8-3 LACCD Bond Financial Audit, 6/30/09**); (**III.D.8-4 LACCD Bond Financial Audit, 6/30/10**); (**III.D.8-5 LACCD Bond Financial Audit, 6/30/11**); (**III.D.8-6 LACCD Bond Financial Audit, 6/30/12**).
- 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.8-7 LACCD Bond Financial Audit, 6/30/13**); (**III.D.8-8 LACCD Bond Financial Audit, 6/30/14**).
- 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.8-9 BOT agenda, 12/___/14**); (**III.D.8-9 FMPOC agenda, 11/19/14**); (**III.D.8-10 DCOC agenda, 1/30/15**); (**III.D.8-11 DCOC agenda, 3/13/15**).
- 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.8-12 BOT agenda, 6/24/15**).
- 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.8-13 DBC Procurement Audits Summary Report, 6/10/15**); (**III.D.8-14 Procurement Training summary write-up**).
- 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.8-15 SAP Business Warehouse Finance Screenshot); (III.D.8-16 SAP Business Warehouse HR Screenshot); (III.D.8-17 SAP Business Warehouse Instructional Screenshot); (III.D.8-18 SAP Business Warehouse Procurement Screenshot); (III.D.8-19 SAP Business Warehouse Time Screenshot).**

- 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 districtwide and has resulted in better internal controls along with a reduction in transaction processing time **(III.D.8-20 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12).**

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.
- As previously mentioned in III.D.7, internal control systems are evaluated annually by both external and internal audits.
- Additionally, the CFA and the Vice President of Administrative Services conduct a program review annually of financial control systems to determine any needed improvements.
- The CFA and the Vice President of Administrative Services evaluate and assess the validity of the financial control systems through communication with the Business Office staff, and with reports such as the monthly cash counts which are available from the CFA upon request. (III.D.8-1 LAMC Monthly Cash Counts - July-September 2015).

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.8-21 ACCJC letter to District, 7/3/13).**

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.8-22 ACCJC letter, 2/7/14).**

LAMC:

The institution regularly evaluates its financial management practices and the results of the evaluation are used 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 while navigating through periods of volatility in funding streams.

The Business Office and Budget and Purchasing conduct program reviews each year to evaluate how well their systems are working and to identify needed improvements. In addition, Specially Funded Programs undergo external audits annually to determine compliance with regulations.

Los Angeles Mission College meets this standard.

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

- a. The District has a strong financial position. The Board reviews and adopts the District's Final Budget every September. **(III.D.9-1 Final Budget 2015-2016 PPT, 9/2/15)**

	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

(III.D.9-2 Final Budget 2015-2016, 9/2/15, cover letter and p. i); (III.D.9-3 Final Budget 2014-2015, 9/3/14, cover letter and p. i)

	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 LACCD Financial Audit, June 30, 2014, p.6)

- b. In December 2014, the District's bond rating was upgraded by Standard and Poor's from AA to AA+. **(III.D.9-5 LACCD Press Release on Bond Rating, 12/1/14)**
- 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 Final Budget 2009-10, pp. i and 1); (III.D.9-7 Final Budget 2010-11, pp. i and 1); (III.D.9-8 Final Budget 2011-12, pp. i and 1); (III.D.9-9 Final Budget 2012-13, pp. i and 1); (III.D.9-10 Final Budget 2013-14, pp. i and 1); (III.D.9-11 Final Budget 2014-15, pp. i and 1); (III.D.9-12 Final Budget 2015-2016, 9/2/15, p. i and pp. 1-9)**
- 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 LACCD Financial Audit, June 30, 2014, p. 46)**

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 Final Budget 2011-12, Appendix F, 8/5/11, p. 3)**
- 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 Final Budget 2012-13, Appendix F, 8/6/12, p. 4)**
- 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 Board Agenda, BT2, 5/23/12)**
- 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 Final Budget 2013-14, Appendix F, 8/21/13, p. 4); (III.D.9-18 Final Budget 2014-15, Appendix F, 9/3/14, p. 4); (III.D.9-19 Final Budget 2015-2016, Appendix F, 9/2/15, p. 3)**
- 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 Final Budget 2015-2016, 9/2/15, p. 8)**
- 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 Title 5, Section 58307); (III.D.9-22 BOT Agenda 4/11/12); (III.D.9-23 BOT Agenda 7/10/13); (III.D.9-24 BOT Agenda 7/9/14)

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 LACCD Certificate of Liability, 6/26/15)**
- 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 LACCD Financial Audit, June 30, 2014, p. 45)**
- 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 LACCD Financial Audit, June 30, 2014, p. 46)**
- 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.9-28 Board Rule 7313, updated 10/1/08)**
- 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.9-29 Board Letter, 6/24/15)**

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 due to state funding cycles. 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.

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 BR 7100); (III.D.10-2 Board agenda, 6/10/15); (III.D.10-3 Business Operations Policy and Procedures PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09)**
- 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 LACCD Financial Audit, 6/30/14 and 2013, p. 25-26); (III.D.10-5 LACCD Asset Management Policies and Procedures, 4/3/09)**
- 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 Board Rule 7600); (III.D.10-7 District Budget Operational Plan Instructions 2015-2016); (III.D.10-8 District Budget Calendar, 2015-2016); (III.D.10-9 College Financial Liaison Contact List, 2015-2016)**
- 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 Financial Aid procedures manual)**
- 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 SFP classifications)**

- 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 SFP Accountant List, June 2015)**
- 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 LACCD Annual Audit, June 30, 2014 and 2013, p. 73-81, 86-90)**
- 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 Districtwide advancement efforts. **(III.D.10-14 Senior Director of Foundation job description, 3/24/15); (III.D.10-15 LACCD Foundation Summit, 4/17/15); (III.D.10-16 Presidents' Council, 6/5/15)**

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 Budget Expenditure Projections, 2nd Qtr 2008-09); (III.D.10-18 ELAC2Q RecapPkt, 3/12/15)**
- 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 LACC Foundation Contract, 6/2015)**
- 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 Foundation Internal Audit Summary, 4/23/14); (III.D.10-21 Foundation Corrective Action Plans, 9/17/14)**
- 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 BR 9200-9300); (III.D.10-23 Admin Regs S-1 to S-7); (III.D.10-24 Internal Audit Plan 2014-2015); (III.D.10-25 BFC docs 4/15/15-ASO Audits)**

LAMC:

- College financial aid processes are effective as evidenced by the fact that there have been no external audit findings since 2011.
- Bank statements are reconciled by staff at the College and District.

- Both the College and the District have policies, procedures and practices to manage financial aid. (III.D.10-1 [LACCD Administrative Regulations: Financial Assistance to Students](#); III.D.10-2 [LACCD District-Governance-and-Functions-Handbook/2013](#))
- The College and the District have staff dedicated to providing oversight of grants and specially funded programs, including reviewing and reporting on categorical and grant funding. Contractual relationships are managed through College oversight and District Contract and Legal Departments to ensure effective practices. (III.D.10-3 [LACCD Procurement Training 2015 Presented by ESC Contracts and Purchasing Unit/Office of General Counsel/ College Procurement Specialists](#))
- The College and the LAMC Foundation are responsible for providing oversight of Foundation practices and finances. The District also provides some oversight (III.D.10-3 [LAMC Foundation Members List](#); III.D.10-4 [LACCD Board Rules: Auxiliary Organizations](#); III.D.10-5 [LACCD Administrative Regulations](#))
- Furthermore, the College Financial Administrator and/or the Vice President provide oversight of practices and finances of investments and assets. Additionally, the CFA 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 that have been addressed. (III.D.6 [LACCD BOT/Budget & Finance Committee-Minutes](#))

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 administering categorical programs or grants are required to certify on requisition forms that purchases comply with the 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 to ensure proper accountability.

The College and District also have a Citizens' Bond Oversight Committee which oversees the spending of its general obligation bonds in compliance with Proposition 39. Bond funds also undergo an annual performance audit by an independent auditor. Revenue collections are deposited on a timely basis and subject to identified internal control procedures. The District has internal auditors that review internal controls of receipts, expenditures, and data security at the District and College.

Finally, the District and colleges have a monthly CFA and Vice Presidents of Administrative Services meeting, to discuss issues and evaluate and resolve system problems. The issues discussed by these groups have broadened to include general financial operating controls and processes as well as technology. These forums have proven to be particularly effective in identifying areas of weaknesses and initiating improvements. Also, these groups have helped to provide consistent procedures and controls and a better understanding of the needs of the system users.

ACTIONABLE IMPROVEMENT PLAN

A quarterly report of all funds to the Executive Team would improve transparency of the College finances.

Los Angeles Mission College meets this standard.

III.D 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 LACCD Financial Audit, p. 34-35, June 30, 2014).**

- b. The District has maintained a history of positive net position. As of June 30, 2014, 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).
- 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.11-2 LACCD Financial Audit, p. 17-18, June 30, 2014)**.
- 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 Final Budget 2015-2016, 9/2/15, pp. 1-10)**.
- 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 Long Range Forecast, BFC, 3/11/15)**.
- 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 DBC minutes, 4/22/15)**.
- 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 District's Strategic Plan's goals 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 Final Budget 2015-2016 PPT, 9/2/15, p. 15)**.
- 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 contribution, 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 Final Budget 2015-2016 PPT, 9/2/15, p. 8)**.
- 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 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15)**.

LAMC:

- Long-term liabilities such as debt repayment, retiree health benefits obligations, and insurance costs are managed at the ESC for LAMC, as well as the other District colleges (III.D.11-4 [LACCD OPEB Funding Progress](#))
- Based on the funding and spending projections produced by the DBC/LACCD 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) reducing variable labor costs, controlling expenditures for supplies and equipment, and minimizing losses from restricted programs that must be covered by the unrestricted general fund and future obligations.

- The ESC also advises the colleges on their obligations to hire full-time faculty to enable the LACCD to meet its long-term goals based on 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. The Budget and Planning Committee reviews and prioritizes routine budget augmentations based on the Strategic Master Plan. The BPC subsequently reports and makes recommendations to the College Council for approval and recommendation to the president.

LAMC has a strong financial position and is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. 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.11-6 Unrestricted Gen Funds-10-year Trend)

Los Angeles Mission College meets this standard.

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. Budget planning includes 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 increase 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).
- 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.12-1 LACCD Financial Audit, p.38, June 30, 2014**).
- 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 LACCD Financial Audit, p.39-44, June 30, 2014**).
- 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 postretirement health benefits (**III.D.12-3 Postretirement Health Benefits Actuarial Valuation, 7/1/13**).
- 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 Future Costs Analysis, BFC meeting, 2/11/15**).
- 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 LACCD Financial Audit, p. 33, June 30, 2014**).
- 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 Board agenda and minutes, Com. No. BF2, 4/23/2008**).
- 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 CalPERS Quarterly Financial Statement, 3/31/15**).
- 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).

- 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).
- 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 BR 101001.5); (III.D.12-9 BR 101020)**

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 District's current workers' compensation liability is \$5 million. The District's strong financial position covers these obligations.

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. 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).
- b. 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 LACCD Financial Audit, 6/30/14, pp. 82-85); (III.D.14-2 LACCD Financial Audit, 6/30/13, pp. 83-85); (III.D.14-3 LACCD Financial Audit, 6/30/12, pp. 74-82); (III.D.14-4 LACCD Financial Audit, 6/30/11, pp. 72-73); (III.D.14-5 LACCD Financial Audit, 6/30/10, pp. 70-74); (III.D.14-6 LACCD Financial Audit, 6/30/09, pp. 78-81)**
- c. 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).
- d. 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 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 2/21/12)**

- e. 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 LACCD Bond Financial Audit, 6/30/14, pp. 8-10); (III.D.14-11 LACCD Bond Financial Audit, 6/30/13, pp. 8-9); (III.D.14-12 LACCD Bond Financial Audit, 6/30/12, pp. 8-10); (III.D.14-13 LACCD Bond Financial Audit, 6/30/11, pp. 8-9)**
- f. 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 CFAU Flow Chart/Evidence)**
- g. The District has not issued any Certificates of Participation since December 2009.

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 meets this Standard.

LAMC:

The audits performed by the external auditors resulted in unqualified opinions for over a decade. LAMC 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.

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. The audit allows the auditor to express an opinion on compliance for the District's major federal programs, including Title IV programs.
- For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement. (III.D.15-1-[LACCD OMB A-133 Compliance Audit](#)).

Analysis and Evaluation:

LAMC monitors and manages all of its funds with integrity as evidenced by the external audits having no negative findings for LAMC in the past three years. The most current (FY2012) Official 3-Year Cohort Default Rate (CDR) for LAMC is 16.4%. LAMC currently works with the District's Central Financial Aid Unit (CFAU) for default prevention. The District is contracted with a third-party servicer to use their Borrower Connect cohort management software/service to assist in borrower outreach.

Los Angeles Mission College meets this standard.

III.D 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 Administrative Services (VPAS) signs off on all contract requests to ensure all contracts are consistent with LAMC's mission and goals (IIID.16-1-Contract Request Forms Signed by Vice President Administrative Services).
- The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract (III.D.16-2 [LACCD Board of Trustees Policy on Ratifying Contracts within 60 Days](#)).
- The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval. (IIID.16-3- LACCD Procurement Training, June 2015).

Analysis and Evaluation:

The Vice President Administrative Services reviews and approves every contract to ensure that all contracts fall within the mission and goals of the College and to ensure integrity between contract entities. This process also protects the interests of the College and the District.

Los Angeles Mission College meets this standard.

Los Angeles College meets this standard.

LIST OF EVIDENCE

III.A.1-1	LACCD Board Rule Chapter X – Human Resources, Article III, 10304.1, Section 2.2 – Selection Policies
III.A1-2	LACCD Personnel Commission Web site https://www.laccd.edu/Departments/PersonnelCommission/Pages/default.aspx
III.A.1-3	LACCD HR Guide R-000 – Recruitment, Selection and Employment
III.A.1-4	LACCD Board Rule
III.A.1-5	LACCD Human Resources Guides
III.A.1-6	LACCD Human Resources Guide R-100 – Academic Minimum Qualifications
III.A.1-7	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.1-8	LAMC Academic Senate Faculty Hiring Procedures
III.A.1-9	LACCD Academic Senate Hiring Policy
III.A.1-10	Sample LAMC Job Advertisements for Faculty and Administrator Positions
III.A.1-11	Sample LACCD Personnel Commission Job Advertisements for Classified Positions
III.A.1-12	LACCD Personnel Commission Job Review Process Flowchart
III.A.1-13	Foreign Degree Equivalency
III.A.1-14	Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs
III.A.1-15	Refer to III.A.1-10 and III.A.1-11.
III.A.2-1	LAMC Academic Senate Faculty Hiring Procedures
III.A.2-2	LACCD Academic Senate Hiring Policy
III.A.2-3	LACCD Human Resources Guide R-000 – Recruitment, Selection and Employment
III.A.2-4	Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A.2-5	SAMPLE JOB ANNOUNCEMENTS AND RELEVANT ARTICLE OF CBA)
III.A.3-1	LACCD Board Rule Chapter X – Human Resources, Article III, Section 10307
III.A.3-2	LACCD Human Resources Guide R-000 – Recruitment, Selection and Employment
III.A.3-3	LACCD Personnel Commission Web site https://www.laccd.edu/Departments/PersonnelCommission/Pages/Major-Functions.aspx
III.A.3-4	AFT College Staff Guild, Local 1521A - Article16 Procedure for Performance Evaluation
III.A.3-5	Los Angeles College Faculty Guild, Local 1521 - Article 19 Evaluation, page XX
III.A.4-1	LACCD Board Rule Chapter X – Human Resources, Article III, Section 10301 – Selection and Assignment for Faculty https://www.laccd.edu/Board/Documents/BoardRules/Ch.X-ArticleIII.pdf
<u>III.A.4-2</u>	<u>Foreign Degree Equivalency</u>
III.A.4-3	Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs

III.A.5-1	Screenshot of LACCD Evaluation Alert System (EASY)
III.A.5-2	LACCD Collective Bargaining Agreements <ul style="list-style-type: none"> ▪ 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.6-1	LACCD Faculty Guild, Local 1521, Appendix C, Section II, p. XXX
III.A.6-2	SLO Online System Web site
III.A.7-1	2014-15 LAMC Probationary Faculty Positions Filled
III.A.7-2	LACCD Allocation Model for Los Angeles Mission College
III.A.8-1	Fall 2015 New Faculty Orientation Agenda – 8/25/2015
III.A.8-2	Student Learning Outcomes Annual Summit – November 6, 2015
III.A.8-3	Los Angeles College Faculty Guild, Local 1521 – Article 19 Evaluation, p. XXX
III.A.8-4	LAMC Eagle’s Nest Web site http://libguides.lamission.edu/EaglesNestFacultyResources
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 https://www.laccd.edu/Departments/PersonnelCommission/Pages/default.aspx
III.A.9-3	Fall 2014 LAMC Faculty and Staff Survey Results, page XX
III.A.9-4	2014-15 LAMC New Classified Hires
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.10-1a	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.11-1 LACCD Human resources Guides
<https://www.laccd.edu/Departments/HumanResources/HRPublications-2/Pages/default.aspx>
- III.A.11-2 LACCD Personnel Guides
<https://www.laccd.edu/Departments/HumanResources/HRPublications-2/Pages/Personnel-Guides.aspx>
- III.A.11-3 LACCD Board Rule Chapter X – Human Resources
- III.A.11-4 LACCD Personnel Commission Laws and Rules
<https://www.laccd.edu/Departments/PersonnelCommission/Pages/PC-Laws-and-Rules.aspx>
- III.A.11-5 LACCD Employer-Employee Relations Web site
<https://www.laccd.edu/Departments/HumanResources/Pages/Employer-Employee-Relations.aspx>
- III.A.11-6 LACCD Employer/Employee Relations Handbook
- 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 Web site
<https://www.laccd.edu/Departments/DistrictResources/OfficeOfDiversity/Pages/default.aspx>
- III.A.12-3 LACCD Employee Assistance Program (EAP) Web site
<https://www.laccd.edu/Departments/HumanResources/Total-Wellness-Program/Pages/HR-ARFLbenefits.aspx>
- III.A.13-1 LAMC Academic Senate Faculty Code of Conduct Statement
- III.A.13-2 LAMC Anti-Bullying Pledge
- III.A.13-3 LAMC Anti-Bullying Pledge
- III.A.13-4 LACCD Board Rule Chapter I, Article II, Section 1204.13 – Code of Conduct
- III.A.13-5 LACCD Personnel Commission Classified Employee Handbook
- III.A.13-6 LACCD HRD Employer-Employee Relations Handbook
- III.A.13-7 LACCD Discrimination Policy
<https://www.laccd.edu/FacultyStaff/diversity/Pages/Discrimination.aspx#policy>
- III.A.14-1 LAMC Professional and Staff Development Committee Web site
<http://www.lamission.edu/facstaff/staffdev/default.aspx>
- III.A.14-2 Eagle's Nest Web site <http://libguides.lamission.edu/EaglesNestFacultyResources>
- III.A.14-3 LAMC Professional & Staff Development Calendar of Activities
<http://www.lamission.edu/facstaff/staffdev/default.aspx>
- III.A.14-4 LAMC Professional Growth Committee Web site
<http://www.lamission.edu/professionalgrowth/default.aspx>
- III.A.15-1 LACCD Human Resources Web site
<https://www.laccd.edu/Departments/HumanResources/Pages/default.aspx>
- III.A.15-2 LACCD Employer-Employee Relations Web site
<https://www.laccd.edu/Departments/HumanResources/Pages/Employer-Employee-Relations.aspx>
- III.A.15-3 LAMC Personnel Office Web site <http://www.lamission.edu/personnel/>

III.B.1-1	Spring 2014 Student Survey
III.B.1-2	Fall 2014 Faculty Survey
III.B.1-3	2014 Emergency Preparedness Plan
III.B.1-4	Crime Statistic Report
III.B.1-5	Sheriff's Department and Clergy Act
III.B.1-6	Facilities Master Plan
III.B.1-7	Work Environment Committee
III.B.1-8	Special Repairs Five-Year Plan (SMSR 5YP)
III.B.2-1	Program Review
III.B.2-2	LACCD 2014-2018 Five-Year Construction Plan
III.B.2-3	Educational Master Plan
III.B.3-1	Facility Utilization, Space Inventory Options Net (FUSION) Access
III.B.1-9	LAMC Key Policies
III.B.4-1	LACCD 2014-2018 Five-Year Construction Plan
III.C.5-2	Policy for Online Grading and Roster Submission
III.C.5-3	Email Policy
III.C.5-4	District and College Computing Policy E76 (http://www.laccd.edu/About/Documents/AdministrativeRegulations/B-27.pdf) Network security policies (http://www.laccd.edu/About/Documents/AdministrativeRegulations/B-28.pdf)
III.C.5-5	District E9
III.C.5-6	District E100
III.C.5-7	Board Rule XX Distance Education
III.C.5-8	Percentage Load DE Policy
III.C.5-9	Email as Official Communication Policy
III.C.5-10	All Students Have Email Policy
III.C.5-11	E-Portfolio Active Student Policy;
III.C.5-1	Distance Ed Policies
III.C.5-11	Distance Ed Absenteeism Policy
III.C.5-12	District E105 policy, student privacy rights in accordance with FERPA: http://www.laccd.edu/About/Documents/AdministrativeRegulations/E-105.pdf
III.D.5-1	Board Rule 7608
III.D.5-2	Financial reports to the Board
III.D.5-3	Financial reports to BFC; 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 2015-16, 6/26/15
III.D.5-9	LACCD Financial Audit, 6/30/14, p.82 & 87
III.D.5-10	LACCD Financial Audit, 6/30/09
III.D.5-11	LACCD Financial Audit, 6/30/10
III.D.5-12	LACCD Financial Audit, 6/30/11
III.D.5-13	LACCD Financial Audit, 6/30/12
III.D.5-14	LACCD Financial Audit, 6/30/13

III.D.5-15	LACCD Financial Audit, 6/30/14
III.D.5-16	LACCD Financial Audit, 6/30/14, p.83 & 91-118
III.D.5-17	Internal Audit Plan FY 2008-09
III.D.5-18	Internal Audit Plan FY 2009-10
III.D.5-19	Internal Audit Plan FY 2010-11
III.D.5-20	Internal Audit Plan FY 2011-12
III.D.5-21	Internal Audit Plan FY 2012-13
III.D.5-22	Internal Audit Plan FY 2013-14, 9/11/13
III.D.5-23	Internal Audit Plan FY 2014-15, 9/17/14
III.D.5-24	Internal Audit Plan FY 2015-16, 4/15/15
III.D.5-25	Risk Assessment, 8/27/14
III.D.8-1	BOT agenda-audit, 12/3/14
III.D.8-2	BFC minutes-audit, 12/3/14
III.D.8-3	LACCD Bond Financial Audit, 6/30/09
III.D.8-4	LACCD Bond Financial Audit, 6/30/10
III.D.8-5	LACCD Bond Financial Audit, 6/30/11
III.D.8-6	LACCD Bond Financial Audit, 6/30/12
III.D.8-7	LACCD Bond Financial Audit, 6/30/13
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III.D.8-9	FMPOC agenda, 11/19/14
III.D.8-10	DCOC agenda, 1/30/15
III.D.8-11	DCOC agenda, 3/13/15
III.D.8-12	BOT Agenda, 6/24/15
III.D.8-13	DBC Procurement Audits Summary Report, 6/10/15
III.D.8-14	Procurement Training 6/25/15
III.D.8-15	SAP Business Warehouse Finance Screenshot
III.D.8-16	SAP Business Warehouse HR Screenshot
III.D.8-17	SAP Business Warehouse Instructional Screenshot
III.D.8-18	SAP Business Warehouse Procurement Screenshot
III.D.8-19	SAP Business Warehouse Time Screenshot
III.D.8-20	Business Office & Accounting Policies and Procedures Manual, updated 2/21/12
III.D.8-21	ACCJC Letter to District, 7/3/13
III.D.8-22	ACCJC letter, 2/7/14
III.D.9-1	Final Budget 2015-2016 PPT, 9/2/15
III.D.9-2	Final Budget 2015-2016, 9/2/15, cover letter and p. i
III.D.9-3	Final Budget 2014-2015, 9/3/14, cover letter and p. i
III.D.9-4	LACCD Financial Audit, June 30, 2014, p.6
III.D.9-5	LACCD Press Release on Bond Rating, 12/1/14
III.D.9-6	Final Budget 2009-10, pp. i and 1
III.D.9-7	Final Budget 2010-11, pp. i and 1
III.D.9-8	Final Budget 2011-12, pp. i and 1
III.D.9-9	Final Budget 2012-13, pp. i and 1
III.D.9-10	Final Budget 2013-14, pp. i and 1
III.D.9-11	Final Budget 2014-15, pp. i and 1
III.D.9-12	Final Budget 2015-2016, 9/2/15, p. i and pp. 1-9
III.D.9-13	LACCD Financial Audit, June 30, 2014, p. 46

III.D.9-14 Final Budget 2011-12, Appendix F, 8/5/11, p. 3
 III.D.9-15 Final Budget 2012-13, Appendix F, 8/6/12, p. 4
 III.D.9-16 Board Agenda, BT2, 5/23/12
 III.D.9-17 Final Budget 2013-14, Appendix F, 8/21/13, p. 4
 III.D.9-18 Final Budget 2014-15, Appendix F, 9/3/14, p. 4
 III.D.9-19 Final Budget 2015-2016, Appendix F, 9/2/15, p. 3
 III.D.9-20 Final Budget 2015-2016, 9/2/15, p. 8
 III.D.9-21 Title 5, Section 58307
 III.D.9-22 BOT Agenda 4/11/12
 III.D.9-23 BOT Agenda 7/10/13
 III.D.9-24 BOT Agenda 7/9/14
 III.D.9-25 LACCD Certificate of Liability, 6/26/15
 III.D.9-26 LACCD Financial Audit, June 30, 2014, p. 45
 III.D.9-27 Board Rule 7313, updated 10/1/08
 III.D.9-28 Board Letter, 6/24/15
 III.D.10-1 Board Rule 7100
 III.D.10-2 Board agenda, 6/10/15
 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, June 30, 2014, p. 25-26
 III.D.10-5 LACCD Asset Management Policies and Procedures, 4/3/09
 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, 6/26/15
 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, June 2015
 III.D.10-13 LACCD Annual Audit, June 30, 2014, p. 73-81, 86-90
 III.D.10-14 Senior Director of Foundation job description, 3/24/15
 III.D.10-15 LACCD Foundation Summit, 4/17/15
 III.D.10-16 Presidents' Council Agenda, 6/5/15
 III.D.10-17 Budget Expenditure Projections, 2nd Qtr 2008-09
 III.D.10-18 ELAC2Q RecapPkt, 3/12/15
 III.D.10-19 LACC Foundation Contract, 6/2015
 III.D.10-20 Foundation Internal Audit Summary, 4/23/14
 III.D.10-21 Foundation Corrective Action Plans, 9/17/14
 III.D.10-22 BR 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 BFC docs 4/15/15-ASO Audits
 III.D.11-1 LACCD Financial Audit, June 30, 2014, p. 34-35
 III.D.11-2 LACCD Financial Audit, June 30, 2014, p. 17-18
 III.D.11-3 Final Budget 2015-2016, 9/2/15, pp. 1-10
 III.D.11-4 Long Range Forecast, BFC, 3/11/15
 III.D.11-5 DBC Minutes, 4/22/15

III.D.11-6 Final Budget 2015-2016 PPT, 9/2/15, p. 15
III.D.11-7 Final Budget 2015-2016 PPT, 9/2/15, p. 8
III.D.11-8 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15

III.D.12-1 LACCD Financial Audit, June 30, 2014, p.38
III.D.12-2 LACCD Financial Audit, June 30, 2014, p.39-44
III.D.12-3 Postretirement Health Benefits Actuarial Valuation, 7/1/13
III.D.12-4 Future Costs Analysis, BFC meeting, 2/11/15
III.D.12-5 LACCD Financial Audit, p. 33, June 30, 2014
III.D.12-6 LACCD Board Agenda and Minutes, Com. No. BF2, 4/23/2008
III.D.12-7 CalPERS Quarterly Financial Statement, 3/31/15
III.D.12-8 Board Rule 101001.5
III.D.12-9 Board Rule 101020
III.D.14-1 LACCD Financial Audit, 6/30/14, pp. 82-85
III.D.14-2 LACCD Financial Audit, 6/30/13, pp. 83-85
III.D.14-3 LACCD Financial Audit, 6/30/12, pp. 74-82
III.D.14-4 LACCD Financial Audit, 6/30/11, pp. 72-73
III.D.14-5 LACCD Financial Audit, 6/30/10, pp. 70-74
III.D.14-6 LACCD Financial Audit, 6/30/09, pp. 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 2/21/12
III.D.14-10 LACCD Bond Financial Audit, 6/30/14, pp. 8-10
III.D.14-11 LACCD Bond Financial Audit, 6/30/13, pp. 8-9
III.D.14-12 LACCD Bond Financial Audit, 6/30/12, pp. 8-10
III.D.14-13 LACCD Bond Financial Audit, 6/30/11, pp. 8-9
III.D.14-14 CFAU Flow Chart/Evidence

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

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.

Analysis and Evaluation:

LAMC 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. (IVA1-1). When a member of the college community submits an innovative idea it is addressed by the appropriate shared governance planning committee. For instance, in 2014 the faculty and staff survey identified several issues that were later explored in college focus groups. (IVA1-2a and IVA1-2b). The innovative ideas that emanated from the focus groups were then approved by the College Council for implementation. For example, there were several recommendations from the classified staff focus groups including meeting with the President to discuss their ideas. (IVA1-3). Out of that meeting and supported by the College Council a training program was adopted. (IVA1-4).

In addition, annual Program Reviews conducted by the divisions of Academic Affairs, Student Services and Administrative Services encourages innovative ideas for consideration by the shared governance planning committees. (IVA1-5) For instance, in AY 14-15 the student services program review recommended the hiring of an Associate Dean for Disabled Student Program & Services. (IVA1-6) The rationale in the program review submission was that Disabled Student Program & Services needed to increase its enrollment and outreach and address the ongoing needs of acquiring sufficient student services' staffing. The request was adopted by the Budget and Planning Committee. The Budget and Planning Committee recommended to the

College Council to hire an Associate Dean for Disabled Student Program & Services. The College Council in turn recommended it to the President. The College hired the Associate Dean in April 2015. (IVA1-7).

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-8).

Los Angeles Mission College meets this standard.

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.

Los Angeles Mission College has met this standard.

Analysis and Evaluation:

The College has established policies and procedures for administrators, faculty, students and staff to participate in college decision-making through the shared governance process. (IVA2-1) Each of the shared governance committees has its responsibilities clearly outlined in its charter. In addition, the Unions such as the AFT Faculty Guild and the AFT Staff Guild have collective bargaining agreements that specify their role in shared governance planning and decision-making committees. (IVA2-2a) (IVA2-2b)

The Associated Student Organization (ASO) constitution and by-laws outlines students' role in serving on all shared governance planning committees so their views are considered in the decision-making process. (IVA2-3) In the spring of 2015 student focus groups were convened and the topic of student participation in shared governance and college decision making was discussed. (IVA2-4) The students made several suggestions that have been adopted by the College such as expanding social media communication with students on college actions and decisions. (IVA2-5). The ASO President is a member of the College Council and has a standing report to submit on the monthly College Council agenda. (IVA2-6) ASO student members participate in all of LAMC's shared governance committees as well as the LAMC 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. (IVA2-7). Recently a special purpose ad-hoc committee was organized to review the viability of Cooperative Education. They recommended to the Senate that Cooperative Education be eliminated. The Senate forwarded this recommendation to the President who decided to put Cooperative Education on a two year

moratorium pending further study of college programs that provide practical work experience for students studying various disciplines.(IVA2-8).

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.

Analysis and Evaluation:

Shared governance planning committees provide administrators and faculty a substantive and clearly defined role in institutional governance. (IVA3-1). Every shared governance committee has a faculty and administrator co-chair. (IVA3-2). The co-chairs have the interest, expertise and substance to engage these committees. For instance, the administrative co-chair for the Facilities Committee is the Director of Plant Facilities. The faculty co-chair is the department chair of Arts/Humanities/Multimedia who has been integral in the design and building of the Arts, Media & Performance Building. (IVA3-3). The composition of the shared governance committees is defined in their individual charters. 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 process. Through faculty and staff program reviews recommendations are made to the Budget and Planning Committee to allocate resources that are over the base budget of college departments, programs, and units. (IVA3-5). The Vice Presidents of the respective divisions rank their programs, units, and departments' requests and submit them to the Budget and Planning Committee. The Budget and Planning Committee then recommends funding for these requests in a rank order. (IVA3-6). Those requests are submitted to the College Council. The College Council reviews Budget and Planning Committee requests and recommends funding to the College President for a final decision. (IVA3-7).

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 were: (Danny Villanueva to provide this information. (IV.A.3-8)

Los Angeles Mission College meets this standard.

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.

Analysis and Evaluation:

The shared governance process is the primary mechanism by which all campus constituents are empowered to seek institutional improvement and provide input into decision making. The Shared Governance Committee Structure chart illustrates the lines of communication and decision-making (IV.A.4-1 and IV.A.4-2). The Curriculum Committee is responsible for recommending policies concerning curriculum, general education, graduation requirements, occupational certificate requirements, transfer requirements, academic standards, and recommending for approval curricular proposals concerning new courses or programs, and additions, deletions, or changes to existing programs (IV.A.4-3); Faculty and academic administrators make recommendations about curriculum and student learning programs through:

- the Educational Planning Committee: among its tasks are guidance of strategic educational planning and assessment and program review (IV.A.4-4);
- Program Review Oversight Committee (PROC) (IV.A.4-5);
- the Academic Senate: among its tasks are curriculum and educational program development, establishing degree and certificate requirements and grading policies (IV.A.4-6);
- the Learning Outcomes and Assessment Committee, which 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 (IV.A.4-7);

Faculty and academic administrators make recommendations about services through the Student Support Services Committee (SSSC), which guides the College in its effort to provide support services to LAMC's students that enhance and enrich their academic/educational goals and assist in the continued growth of the College (IV.A.4-8).

The College has formal written policies and procedures to ensure the participation of faculty, staff, administrators, and students in institutional governance and decision making processes; full-time faculty, for example, are contractually required to participate in at least one committee (IV.A.4-9).

The campus committees communicate their recommendations to the College Council, which then directly communicates its recommendations to the President (IV.A.4-10).

Los Angeles Mission College has met this standard.

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.

Analysis and Evaluation:

The Los Angeles Community College Board of Trustees recognizes the Academic Senate as a representative of faculty opinions and as a consulting body on the college campus, as described in the Board Rules (IV.A.5-1); the Board also has established curriculum development procedures (IV.A.5-2) and 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 (See IV.C.1-7) (See IV.C.1-8).

The College Council oversees the coordination and development of institutional planning through shared governance committees and includes the development of procedures, policies, guidelines and evaluation criteria for reviewing the college's mission and goals, establishing college priorities and reviewing the progress and effectiveness of the shared governance committees. The College Council develops and evaluates annually the Strategic Master Plan. It provides recommendations to the college president on college matters and through the college president to the District on District matters (IV.A.5-3) (IV.A.5-4).

Membership in shared governance committees is designed to ensure inclusion of relevant perspectives and expertise. For example, the Program Review Oversight Committee deliberately draws from a cross-section of the College: Vice Presidents for Academic Affairs, Student Services, and Administrative Services; a Dean of Institutional Effectiveness; faculty from the Academic Senate, Education Planning Committee, AFT, and Council of Instruction; classified staff from the Facilities Planning Committee and Student Support Services Committee. This cross section ensures that the appropriate expertise and areas of responsibility are aligned with the relevant perspectives and decision making for program review plans, policies, curricular change and other key considerations (IV.A.5-5) (IV.A.5-6) (IV.A.5-7) (IV.A.5-8)(IV.A.5-9).

The College Curriculum Committee recommends policies concerning curriculum, general education, graduation requirements, occupational certificate requirements, transfer requirements, academic standards, and related matters; and recommends for approval curricular proposals concerning new courses or programs, and additions, deletions, or changes to existing programs. The Curriculum Committee meets twice a month and conducts their responsibilities in a timely manner to meet institutional planning and policies. (IV.A.5-10).

The Program Review Oversight Committee (PROC) meets monthly and implements timely consideration of annual program review updates conducted in the fall semester and comprehensive program reviews conducted in the spring every academic year. Regarding institutional plans and policies, the PROC provides systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division. It oversees 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. It determines 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. It ensures 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 (IV.A.5-11). It provides workshops to educate users on program review tools and processes as needed. It assigns validation teams for

all comprehensive program reviews. It reviews, updates and revises the Program Review Handbook as needed.

Another committee tasked with institutional plans and policies is the Educational Planning Committee (EPC), which guides the college through the continual process of strategic educational planning that includes a systematic cycle of evaluation, integrated planning, implementation, and reevaluation; in addition, it makes recommendations on issues related to the college's progress in implementing these plans successfully. The EPC meets monthly and considers in a timely fashion issues related to strategic planning, systematic evaluation of programs and curriculum, integrated planning, implementation and the reevaluation of SLOs (IV.A.5-12).

Los Angeles Mission College meets this standard.

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Analysis and Evaluation:

The College widely communicates, and makes readily available, documents relevant to processes and decisions made by the various governance bodies. The president has a section on the campus Web site – The President's Corner – in which he posts video recordings of Town Hall meetings and other announcements. Town Hall meetings are open events where the president describes college plans and decisions that have been made or that are under consideration. In addition to the video recordings, there are documents for presentations given to the campus; within these presentations is vital information on the campus' shared governance processes and structures: organization charts, shared governance structure charts and state of the college presentation (IV.A.6-1) (IV.A.6-2).

The principles, guidelines and processes of shared governance are described in the Shared Governance Handbook, posted on the College Web site (IV.A.6-3). Planning decisions are described in the Strategic Master Plan, which is posted in the Web page for the Office of Institutional Effectiveness (IV.A.6-4) (IV.A.6-5). College Council action items are communicated through its Web page and through the Weekly Mission (IV.A.6-6) (IV.A.6-7). The Weekly Mission is an electronic newsletter that informs the college community, and when a new issue appears an email alert is sent (IV.A.6-8).

The decision-making processes and results for the various shared governance committees can be accessed from the Faculty/Staff area of the college Web site. Links to each committee are there, and within each of those committee pages, agendas and minutes are available. The Academic Senate and the Work Environment Committee send campus-wide emails with updates (IV.A.6-9).

To ensure faculty, staff and students are fully aware of the campus' shared governance and decision-making processes, the Shared Governance Oversight Committee (SGOC) provided campus-wide training on April 1, 2014. A total of 54 faculty, staff, students, and administrators

attended this training, which presented the overall purpose of shared governance and the roles and responsibilities of each shared governance committee and its members. This training was recorded and made publically available on the SGOC website (IV.A.6-10) (IV.A.6-11)

Los Angeles College meets this standard.

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.

Analysis and Evaluation:

The College regularly evaluates the integrity and effectiveness of its shared governance committee structure. Minutes and agendas for all shared governance committees are posted on the College Web site and all meetings are accessible to the campus community and public. The annual shared governance committee evaluations are submitted to and discussed at College Council, providing a forum for dialog and an avenue for improvement. The results of these evaluations are posted on the College Web site and can be viewed by the public (IV.A.7-1). The Shared Governance Oversight Committee conducted its annual evaluation of the shared governance process in spring 2014 (IV.A.7-2). This evaluation provided the College community with an update of activities, improvements, and decision-making processes within each of the collegial shared governance committees and made recommendations for improvement. Based on this evaluation, the collegial governance and decision-making processes at the College were improved by implementing the seven recommended actions.

The College conducted a college wide evaluation of collegial governance and decision making in fall 2014. Based on 133 responses, the evaluation demonstrated that the faculty and staff had a positive view of collegial governance and decision-making processes. The area that most needed improvement was making sure that faculty, staff, and students were fully aware of the processes, committees and individuals involved in the collegial governance and decision-making processes (IV.A.7-3). To understand more fully the underlying reasons for the gaps in awareness of collegial governance and decision-making as revealed in the results of the Fall 2014 Faculty/Staff Survey, the College conducted four, hour-long focus groups on November 18, 2014. The focus groups were attended by full-time and adjunct faculty, supervisors, department chairs, and classified staff. The focus groups that were conducted helped college leadership gain a better understanding of the campus' perceptions of collegial governance, decision making and the overall effectiveness of the administrative structure. A summary of responses from each focus group was prepared. (IV.A.7-4)

The findings of the focus groups were shared and discussed at the January 29, 2015 College Council meeting. As a result, College Council identified future actions to address the findings in order to improve communication and shared governance awareness of the campus. Based on the results of the focus groups, recommended actions were identified. (IV.A.7-5)

The identified actions, and status updates on them, were summarized in an email from the College President to College Council members and resource members on February 3, 2015. (IV.A.7-6) Many of the actions have already been implemented in spring 2015 through increased communication and transparency of college governance proceedings and campus updates via emails, the Weekly Mission newsletter, and a Town Hall meeting on March 3, 2015 (IV.A.7-7a-c).

Student focus groups were conducted on April 1, 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. The student focus groups' recommendations were to increase the participation of students in the Shared Governance Committees and use social media to widely disseminate college decisions and activities. (IV.A.7-8)

Los Angeles Mission College meets this standard.

IV.B. CHIEF EXECUTIVE OFFICER

IV.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.

Analysis and Evaluation:

The CEO has primary authority over College budgets and is able to manage and monitor expenditures through the shared governance Budget and Planning Committee and the Division of Administrative Services. Using the program review process, the Budget and Planning Committee recommends institutional improvements for the college divisions to the College Council. College Council recommends these improvements to the President for his approval, modification or denial. The President attends the College Council meetings monthly and provides a standing report on planning, organizing, budgeting, personnel, and institutional effectiveness. (IV.B.1-1)

In addition the CEO is a member of the LACCD District Budget Committee and the LACCD Council on Human Resources. By participating in these district wide committees, the CEO and the District are able to provide the college with budget, facilities, and personnel policies and procedures that meet district policies and procedures. (IV.B.1-2a and IV.B.1-2b) (See also IV.C1-13 to 17).

The CEO follows the hiring guidelines provided by the Los Angeles Community College District along with the College's Human Resource Plan. (IV.B.1-3) The CEO develops personnel through the Professional Development Committee, Employee Assistance Program (EAP), Faculty Teaching Learning Academy, Eagle's Nest (Professional Development Center), and continued education for faculty and staff. The CEO assesses institutional effectiveness through surveys, Service Area Outcomes (SAO), Program Learning Outcomes (PLO), and the Shared Governance Oversight Committee (SGOC). These reports culminate into LAMC's Annual Mission Learning Report and Institutional Effectiveness Report. (IV.B.1-4) These CEO activities

ensures that professional development and institutional effectiveness are implemented and assessed consistently.

The CEO provides leadership in planning by convening monthly meetings with the Academic Senate's Executive Committee, Joint Consultation Meeting involving all the union leadership, participating in shared governance meetings, reporting to the College Council every month and through effective communication by sponsoring Town Hall meetings, weekly email messages and Monte's Minutes. (IV.B.1-5). These meetings convened by the CEO demonstrate the ongoing monitoring and communication necessary for effective leadership.

The CEO ensures the quality of instruction by providing oversight for faculty evaluations and the tenure process. Working closely with the Academic Senate, AFT Faculty Guild and the Vice President of Academic Affairs, the CEO is able to ensure that effective instruction is being provided to the changing needs of the students. (IV.B.1-6).

The CEO makes the final decisions for all personnel hires including tenured faculty. Each fall semester the Academic Senate submits a faculty prioritization list to the CEO. Based on the college's budget planning and allocation, instructional needs, and the strategic master plan goals the CEO selects the number and types of faculty to hire from the faculty prioritization list. (IVB1-7). This process has been very effective given the number of hires over the last four years. (IV.B.1-8).

The CEO ensures that institutional effectiveness continues to improve through the ongoing activities of the Dean of Institutional Effectiveness. The College submits an annual Mission Learning Report and Institutional Effectiveness Report to the College and Board of Trustees (IVB1-9). These reports are aligned with the District and College Strategic planning goals. It also includes the Score Card indicators and the newly mandated Institutional Effectiveness Participation metrics required by the State Chancellor's Office. Thus, the CEO assesses institutional effectiveness year round and makes improvements as needed in conjunction with the College Council.

For instance in response to the State and the BOT to expand concurrent enrollment, noncredit, student equity, and the merger of community college programs with adult education, the CEO recommended to the College Council that an additional Dean of Academic Affairs be hired to conduct this work. The College Council agreed that this would improve Academic Affairs and overall institutional effectiveness and supported this hiring of another Dean. An Interim Dean of Academic Affairs has been posted so that college can implement these important initiatives while we are searching for a permanent Dean. (IV.B.1-10).

Finally a college wide survey in the fall of 2014 evaluated the effectiveness of the College President. The results were favorable with the majority of faculty and staff highlighting his effectiveness in planning, organizing, budgeting, selecting personnel, and improving institutional effectiveness. (IV.B.1-11). The CEO's effectiveness is also evaluated by the Chancellor (See IV.C.3-9) (See IV.C.3-17) (See IV.C.3-18).

Los Angeles Mission College meets this standard.

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.

Analysis and Evaluation:

The President has the authority to oversee and evaluate the administrative structure. (IV.B.2-1). The College is structured within three divisions: Administrative Services, Student Services and Academic Affairs. Each division has a Vice President. The CEO delegates authority to the Vice Presidents who in turn delegate responsibilities to the Deans and Associate Deans. These managers oversee the programs and assure that the program objectives are met. (IV.B.2-2). For instance, the Vice President of Academic Affairs was assigned a new Dean position by the president to manage new state initiatives including student equity, noncredit expansion, and concurrent enrollment. Another example was the direction of the president to hire a Student Success Support Program Manager as a Dean of Student Services position. These CEO decisions demonstrate the positive authority exercised by the CEO.

The CEO delegates authority consistent with senior administrators' responsibilities. Thus the Vice Presidents are the chief officers of their divisions. Deans under those divisions are delegated the authority to supervise, manage, and coordinate academic, student services, and administrative services departments, programs and units. (IV.B.2-3a,b,c). The delegation of authority is done through the ongoing reporting of the Vice Presidents, Dean of Institutional Effectiveness, Director of Facilities and the Director of Information Technology to the President in the weekly cabinet meetings.

The cabinet meetings are held every Monday morning throughout the Academic Year (IV.B.2-4). In the cabinet meetings the President provides a report on state, district, and college issues that must be addressed by the respective divisions, facilities, and the Office of Information Technology. Assignments are made and status reports on actions taken are provided to the President during the week and at the weekly cabinet meetings.

In addition, the President meets with the respective Vice Presidents to set their division goals for the Academic Year. (IV.B.2-5). The President meets with the Vice Presidents quarterly to evaluate their progress on the goals for their divisions and the college. The President conducts an annual evaluation of the Vice Presidents and meets with them to provide feedback and guidance. In addition, every three years the President implements a Comprehensive Performance Review. (IV.B.2-6).

It is through the weekly Cabinet meetings, annual Vice President Goal setting, assessment, and the annual three year performance reviews that the CEO delegates authority.

The organizational structure reflects the purposes, size, and complexity of the institution. The district funds the College senior administrators based on the size of the institution. All LACCD Colleges obtain the funds to support the President, Vice Presidents, and the Dean of Institutional

Effectiveness. Depending on the size of the institution, several deans are also supported. For LAMC four Dean positions are funded by the District. The LACCD Board of Trustees approved this formula in Fiscal year 2012-2013. (IV.B.2-7)

In the fall 2014 faculty and staff survey evaluated the administrative structure of the College and whether it was appropriate and effective. The results of the survey found that the majority of faculty and staff believed the administrative structure was organized and staffed to reflect the institution's size, complexity and purpose (IV.B.2-8).

The College increased staffing in Student Services in response to the recommendations of the ACCJC in 2013. Over the last two years Student Services hired faculty and staff to ensure the size, complexity, and purposes of student services sufficiently meets the needs of students and the college community (IV.B.2-9).

Los Angeles Mission College meets this standard.

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.**

Analysis and Evaluation:

The CEO guides institutional improvement that establishes a collegial process setting values, goals and priorities. This is done through his leadership and support of an effective shared governance process, monthly joint consultation and individual meetings with the Unions and the Academic Senate. It was through the joint consultation meetings that a reaffirmation pledge of collegial governance was signed by the leadership and membership of the respective unions and Senate and that the recent Courage to Teach retreat was initiated and completed June 2015. (IVB3-1a and b). The Town Hall meetings sponsored by the President encourage dialogue and provide status reports on the important activities of the College. This supports the collegial climate of the campus as well. (IV.B.3-2).

The College operates through a collaborative decision-making process which sets our values, goals and priorities by involving the administration, faculty, staff and students within the

process. The Program Review Oversight Committee (PROC) and the Learning Outcomes Assessment Committee (LOAC) implements a program review process to give priority to resource requests that aim to further student learning. (IV.B.3-3).

The CEO ensures that institutional performance standards are set annually. Through his leadership and support the Dean of Institutional Effectiveness submits an annual Mission Learning Report and Institutional Effectiveness Report to the College, District and the public. It is posted on the College's website. These reports are reviewed by the College Council at the annual retreat in late August. They are aligned with the District and College Strategic goals and measure the success of the college in meeting its institutional goals, performance and student achievement. (IV.B.3-4).

The IE report provides the college with the assurance that the evaluation and planning for institutional performance are of high quality. Data is collected on student achievement, student learning, and institutional performance addressing strategic master plan goals for each academic year. This data includes external indicators related to job placement, labor market analysis, educational enrollments and performance of K-12 schools in our service area. This is done through a zip code analysis of the top ten sending zip codes. (IV.B.3-5).

The CEO guides the college to ensure that educational planning emanates from the Educational Master Plan and Strategic Master Plan. These two plans are the foundation to the plans for technology, budget, resource allocation for student achievement and learning, facilities, strategic enrollment management, human resources, and professional development. (IV.B.3-6)

For instance, the Budget and Planning Committee process recommends allocations over-base general allocations and takes expected learning and achievement improvements into account. The Budget and Planning Committee gives priority to resource requests that are expected to make improvements that will address the Mission, strategic master plan goals, and the institutional effectiveness benchmarks for learning outcomes and student achievement. The allocation of College resources to improve student achievement emanates from the College Council's annual retreat that reviews the College's performance on student achievement. College performance measures in the institution-set standards are evaluated and recommendations to the College Council to improve performance are made. These recommendations are approved and forward to the college President for implementation. (IV.B.3-7)

The President makes decisions for new faculty hires each year based on recommendations from the Faculty Hiring Prioritization Committee, which uses a data-driven process to rank requests for new faculty. (IVB3-8). In this way, decisions about which new faculty hires will move forward each year take student learning and achievement into account.

The CEO guides the evaluation of institutional planning. This is done through the annual College Council Retreat which reviews the Strategic Master Plan goals, IE and Mission Learning Report. (IVB3-9). This is also done through the Shared Governance Oversight Committee's evaluation of the planning processes which is conducted annually. (IV.B.3 -10).

In addition, the CEO commissioned the ELS Group (external consultant) to evaluate the College's integrated planning efforts. This was initiated to ensure that new mandates from the State (e.g. Student Success Support Program, Student Equity, and IE State Participation) were fully integrated in our current planning efforts. The goal was to streamline the planning processes so that faculty, staff, administrators and students were not duplicating activities among the various planning committees. The ELS Group submitted a report with a number of recommendations that the College Council will review in AY 15-16. This is seen as a major improvement for the college and we have decided to make this an institutional quality improvement effort over the next several years. (IV.B.3-11).

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.

Analysis and Evaluation:

The CEO's ongoing participation in these activities provides the leadership necessary for the college to meet and exceed accreditation eligibility and standards.

The Accreditation Steering Committee (ASC) is composed of faculty, staff, administrators and students. This committee co-chaired by a faculty member and Vice President of Academic Affairs (ALO) meets weekly to guide the work of the self-evaluation writing committees. They review drafts, provide guidance on evidence gathering, and ensure that the self-evaluation is accurate and reflects institutional performance. The CEO is a member of the committee and provides resources for the ASC and the writing team to ensure that the self-evaluation is exemplary. (IV.B.4-1)

The ASC is a standing committee of the College Council. The ASC chairs report progress to the College Council and the CEO participates in these status reports as well as providing the College Council and the ASC the status of district writing teams, policies, and actions related to accreditation. (IVB4-2)

College Council's strategic planning retreats and Town Hall meetings led by the CEO provide the college with a monitoring tool to ensure accreditation standards and eligibility requirements are being met. (IV.B.4-3)

The CEO's participation in monthly meetings with the Union leadership (Joint Consultation Council) and with the Executive Board of the Academic Senate provides ongoing oversight of compliance with accreditation standards. The agendas reflect an ongoing assessment of accreditation standards and the status of meeting the eligibility requirements (IV.B.4-4) (IV.B.4-5)

The CEO convenes weekly meetings of the Cabinet (IV.B.4-6) Policies, procedures, and operations for Academic Affairs, Student Services, and Administrative Services are carefully

reviewed to ensure that accreditation requirements are being met or exceeded. Information on college, district, and state policies and procedures is disseminated by the President to the cabinet members. Strategies to implement policies and procedures are discussed. Follow-up on implementation of policies and procedures is discussed at the weekly cabinet meetings. For instance, ongoing changes by ACCJC regarding the new standards and policies are regularly communicated by the president to the Cabinet and the ASC membership. These communications are essential to ensure the college prepares an exemplary self-evaluation report and meet and exceed the new standards.

The Cabinet meetings were successful in making sure the follow up report from the 2013 ACCJC actions were completed. There were five remaining actions that needed completion by spring 2015. The president guided the contents and activities of the spring 2015 Follow-up Report. He wrote the final submission with the input of the Institutional Effectiveness Dean and Cabinet members. A follow up report was submitted March 15, 2015 reporting on the completion of the five remaining recommendations. That report was completed with the participation of the ASC and the respective Vice Presidents, faculty and staff in the affected areas. (IV.B.4-7) The ACCJC accepted the report and continued our reaffirmation. Los Angeles Mission College meets this standard.

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.

Analysis and Evaluation:

The CEO receives weekly communications from the District's Chancellor Office regarding BOT policy changes and procedures. This is complemented by monthly Chancellor Cabinet and Presidents' Council meetings. (IVB5-1). All administrative regulations modified or adopted by the Chancellor are communicated to the CEO's cabinet and the respective shared governance committees. (IV.B.5-2)

The CEO communicates to the College leadership at College Cabinet Meetings and the monthly President's Council (IV.B5-3). The President also reports to the College Council district regulations, statutes, governing board policies that need to be implemented or changes. For those regulations, statutes and governing board policies that have a fiscal impact, the President directs a review by the Budget and Planning Committee for recommendations. Non fiscal regulations, statutes and governing board policies are communicated to the appropriate shared governance committee as an informational item. For instance, when changes to the Bond program occur, the President informs the Facilities Planning Committee Chairs in the semimonthly Bond program meeting convened by the President (IV.B5-4). He also communicates bond developments to the College Council and to the College Citizen Oversight Committee. (IVB5-5a & IV.B.5-5b). With regard to control of budget and expenditures the CEO participates in quarterly meetings with the Vice President of Administrative Services and the District's Chief Financial Officer to review the expenditures of the college and project ending balances for the fiscal year. These quarterly fiscal meetings review the fiscal health of the college and determine if the college is

headed for a deficit or not. The CEO makes adjustments in expenditures and planning to ensure that a positive end of year balance is achieved. (IVB5-6)

The President represents the college at the monthly District Budget Committee (DBC). The District Budget Committee is composed of the nine Presidents, Chancellor, Deputy Chancellor, CFO, Union representatives, and the Academic Senate. It is chaired by an administrative Co-chair (President) and a faculty co-chair. The DBC provides reports on state and district revenue and expenditures and recommends to the Chancellor actions that provide adequate funding to the colleges. (IVB5-7).

The results of these quarterly meetings are shared at the President's Cabinet meeting and with the College Budget and Planning Committee. The Budget and Planning Committee reviews the fiscal health of the college and makes recommendations to the College Council for reducing costs and shifting expenditures to meet the needs of the College Mission and Strategic Planning Goals.

To ensure the effective control of budget and expenditures the CEO monitors all external and internal fiscal audits. The audit recommendations are then used to develop corrective actions for the college and program operations. These audits provide the CEO with the ability to ensure that control of the budget and its expenditures meet district, state and federal requirements. (IVB5-8). The audits also include the LAMC Foundation. For instance as a member of the LAMC Foundation the President meets with the Board of the LAMC Foundation monthly and has oversight of the foundation's audit process and correction actions. Recently the LAMC Foundation underwent a program and fiscal audit where the president had oversight responsibility. (IV.B.5-9a & IV.B.5-9b)

Los Angeles Mission College meets this standard.

IV.A.6

The CEO works and communicates effectively with communities served by the institution.

Analysis and Evaluation:

The CEO has ongoing meetings with K-12 and 4 year University leaders, the Chamber of Commerce, the Sylmar Neighborhood Council, the San Fernando Citizens Oversight Committee, and the Valley Economic Alliance, and through collaborations with business and nonprofit community based organizations. (IV.B.6-1). The CEO is a Board of Director for the nonprofit Communities in Schools (CIS) in San Fernando. (IV.B.6-2)

Communication to the community is accomplished through the media. (IV.B.6-3). (Monte's Minute), news articles, and the dissemination of the College's accomplishments and Annual State of the College Address. (IV.B.6-4) (IV.B.6-5)

The President is a voting member of the Los Angeles Mission College Foundation. The Foundation supports community organizations that benefit college students and promote the strategic goals of the College. The Foundation sponsored a community event entitled the San

Fernando Food and Wine Festival and raised \$50,000 for scholarships and college program development.

In addition, the Los Angeles Mission College Foundation provides community members with information on College events, activities, and fundraisers to support scholarship programs (IV.B.6-6). The Foundation is the arm of the college to reach businesses, nonprofit organizations, Rotary, United Way and a host of Northeast Valley organizations and agencies to communicate LAMC's progress and excellence. Recently the LAMC Foundation sponsored an appreciation dinner for current and future foundation donors. (IV.B.6-7)

Finally, the CEO was appointed by the LA County Supervisor Sheila Kuehl of the Third District to serve as the Board of Education Member of the Los Angeles County Office of Education. (IV.B.6-8)

Los Angeles Mission College meets this standard.

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. (ER 7)

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 BR 2100)**

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 BR 2300-2303); (IV.C.1-3 Chancellor Directives, 8/3/15); (IV.C.1-4 Administrative Regulations, 8/3/15)**
- 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 BR 2305-2315); (IV.C.1-6 Add Revisions to 6300)**
- 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 BR 2604-2607.15)**
- 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 BOT agenda**

& minutes for 2/9/11); (IV.C.1-9 BOT agenda & minutes for 3/7/12); (IV.C.1-10 BOT agenda & minutes for 4/3/13); (IV.C.1-11 BOT agenda & minutes for 4/23/14); (IV.C.1-12 BOT agenda & minutes for 1/14/15)

- 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), Chancellors 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 BOT agenda & minutes for 11/2/11); (IV.C.1-14 BOT agenda & minutes for 11/7/12); (IV.C.1-15 BOT agenda & minutes for 11/6/13); (IV.C.1-16 BOT agenda & minutes for 5/14/14); (IV.C.1-17 BOT agenda & minutes for 4/15/15)**

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.

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 Board Rule 2300.10)**
- 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 BOT Minutes Consent Items Discussions, 2012-2015)**

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.

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 HR R-110); (IV.C.3-2 BOT Agenda, BT6, Chancellor search, 5/1/13)**
- 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 Chancellor Profile Development Announcement, 5/9/13); (IV.C.3-4 Chancellor Job Description, May 2013); (IV.C.3-5 Chancellor Selection Timeline, May 2013)**
- 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-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 Chancellor Search Announcement, 5/1/13); (IV.C.3-7 closed Board session agendas 2013-2014); (IV.C.3-8 LA Times article, 3/13/14)**

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 Chancellor's Directive 122)**
- 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 Chancellor evaluation data collection form); (IV.C.3-11 Blank Chancellor evaluation form)**
- 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 BOT Chancellor evaluation closed session agendas 11/2014-6/2015)**

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 BR 10308)**
- 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 HRD1 Board resolution, 6/25/14); (IV.C.3-15 HRD1 Board resolution, 6/25/15)**
- 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 BOT closed agendas 5/2010-6/2015)**

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 Chancellor's Directive 122); (IV.C.3-17 Performance evaluation process for college presidents)**

- 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 Closed Board meeting agendas on presidential evaluations 8/2010-6/2014)**

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.

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 Board Rule 2101-2102); (IV.C.4-2 Board Rule 21001.13)**

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 Board Rule 2300); (IV.C.4-4 Board Rule 1200-1201)**
- 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 Board Rule 2605.11)**
- 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 BOT Ad Hoc Committees, 8/4/15)**

- 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 Board letters, 2013-2015)**
- 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 BOT minutes, public agenda speakers, 2015); (IV.C.4-9 BOT minutes, educational quality speakers, 2015)**
- 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 Screenshot of Public Inquiry Email to Board President)**
- 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 Board Rule 3002-3003.30); (IV.C.4-12 BOT minutes, VKC and Farm, 10/15/11 and 4/29/15)**
- 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 Legislative and Public Affairs Committee agenda, Board Legislative Priorities for 2015, 11/19/14); (IV.C.4-14 BOT agendas, Legislative advocacy, 2015); (IV.C.4-15 BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15)**

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.

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 Board Rule 2300-2303.16 and 2305); (IV.C.5-2 Board Rule 1200)**
- 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 BR Ch. VI, Articles I-VIII Instruction)**
- 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 Board Rule 2605.11)

- 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 BR 2314)**

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 Board Rule 2305 and 7600-7606); (IV.C.5-7 LACCD Budget Development Calendar); (IV.C.5-8 2015-2016 Final Budget); (IV.C.5-9 District Allocation Mechanism amendment, 6/3/12)**
- 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 LPA minutes 2014-2015)**

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 BR 2605.11)**
- 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 Board Rule 7608); (IV.C.5-12 BFC minutes 11/5/14, 3/11/15 and 5/13/15); (IV.C.5-13 BFC agendas with financial reports and member questions)**
- 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 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3); (IV.C.5-15 BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15)**
- 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 BOT agenda BF2, 10/9/13); (IV.C.5-17 BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests).**

- 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 ACCJC letter, 2/7/14)**

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 BOT closed session agendas on legal issues); (IV.C.5-20 Board Rule 4001)**

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.

IV.C.6

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 Screenshot of Board Rules online); (IV.C.6-2 BR 2100-2902); (IV.C.6-3 BR 21000-21010)**
 - **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.

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 BR 2400-2400.13); (IV.C.7-2 BR 2402-2404)**

- 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 BOT agendas, 6/13/15 and 6/18/15)**
- 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 Chancellor's Directive 70); (IV.C.7-5 BR 2418)**
- 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 Administrative Regulation C-12); (IV.C.7-7 Board Rule Review Schedule 2015); (IV.C.7-8 Admin Regs Review Schedule 2015)**
- 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 Admin Reg Rev Form Template); (IV.C.7-10 E-97 review and comment)**
- 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 Admin Regs Review Schedule 2015); (IV.C.7-12 E-110 Confirmed Review, 4/22/15)**
- 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 BR 6700 consultation memo and BOT Agenda notice, 5/5/15)**

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.

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 BR 2605.11)**
- 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 IESS minutes and PPT 6/24/15); (IV.C.8-3 IESS agenda 12/17/14); (IV.C.8-4 IESS minutes 11/19/14); (IV.C.8-5 IESS minutes 9/17/14); (IV.C.8-6 IESS Min 1/29/14); (IV.C.8-7 IESS minutes 12/4/13); (IV.C.8-8 IESS minutes 11/20/13); (IV.C.8-9 BOT agenda and PPT 9/2/15); (IV.C.8-10 BOT agenda and DAS Board meeting notes 8/19/15); (IV.C.8-11 BOT agenda and PPT 5/13/15); (IV.C.8-12 BOT agenda 4/15/15); (IV.C.8-13 BOT agenda 3/11/15); (IV.C.8-14 BOT agenda 1/28/15); (IV.C.8-15 BOT minutes 8/20/14); (IV.C.8-16 BOT agenda, CH1, 2/26/14)**
- 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 districtwide. 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 IESS Agenda and Underprepared Students PPT, 6/11/14); (IV.C.8-11 BOT agenda and PPT 5/13/15)**

- d. The Board annually reviews student awards and transfers to four-year colleges and universities. **(IV.C.8-18 IESS agenda 1/29/14); (IV.C.8-19 IESS agenda and minutes 3/26/14); (IV.C.8-20 District certificate report and degree reports, 3/26/14); (IV.C.8-21 Certificates Attached to Degrees, Summary by College, 4/29/14)**
- 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 2014 Student Survey Question 25 and results); (IV.C.8-23 IESS minutes & student survey PPT, 5/27/15)**
- 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 BOT agenda and PPT, 6/10/15)**
- g. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes. **(IV.C.8-25 BOT minutes 3/28/13); (IV.C.8-26 IESS 9/25/13); (IV.C.8-13 BOT agenda, 3/11/15)**
- 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 BOT agenda - TBD)**

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.

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 Board Rule 2105); (IV.C.9-2 Student Trustee Orientation procedures)**
- 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 BOT agenda and orientation packet, 6/4/15); (IV.C.9-4 BOT agenda and orientation packet 6/18/15)**
- 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 BOT Agenda, minutes & handouts, 1/20/10); (IV.C.9-6 BOT Agenda, minutes & handouts 12/10/10-12/11/10); (IV.C.9-7 BOT Agenda, minutes & handouts, 8/25/11-8/26/11); (IV.C.9-8 BOT Agenda, minutes & handouts, 4/19/12); (IV.C.9-9 BOT Agenda and minutes, 9/24/12); (IV.C.9-10 BOT Agenda and minutes, 11/13/12); (IV.C.9-11 BOT minutes & Action Improvement Plan, 3/19/13); (IV.C.9-12 BOT minutes & handouts, 10/22/13); (IV.C.9-13 BOT Agenda, minutes & handouts, 8/23/14); (IV.C.9-14 BOT Agenda, minutes & handouts, 12/10/14)**
- 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 Board Rule 2300.10-2300.11)**
- 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 BOT agenda and minutes, 11/19/14 and 5/13/15); (IV.C.9-17 ACCJC training certificates from 2012)**

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 Board Rule 2103); (IV.C.9-19 BOT minutes 4/11/07); (IV.C.9-20 BOT Agenda 3/11/15)**

- 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 districtwide 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.9-20 BR 2102); (IV.C.9-21 BR 21000)**

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.

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, and 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 BR 2301.10)**
- b. The Board has regularly sought specialized expertise in conducting their 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 Jose Leyba bio)**

- 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 BOT Agenda and minutes, 5/13/15); (IV.C.10-4 BOT Self-Evaluation 2015 Plan of Action, 5/13/15)**
- 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 2015 Self-Assessment Tool)**
- 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 BOT agenda and minutes, handouts & PPT, 6/13/15)**
- 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 BOT minutes and handouts, 3/13/14); (IV.C.10-8 BOT minutes, 2/6/13 and 3/19/13); (IV.C.10-9 BOT Evaluation Comparison Summary Report 2012-2013, 2/2013); (IV.C.10-10 BOT Actionable Improvement Plan, 3/19/13); (IV.C.10-11 BOT minutes and handouts, 2/21/12); (IV.C.10-12 BOT agenda, minutes and handouts, 1/20/10)**

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.

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 Board Rule 14000)**

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 Board Rule 2300.10 – 2300.11)**
- 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 Trustee Ethics Certificates, 2013); (IV.C.11-4 Trustee Ethics Certificates, 2015)**
- 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 Trustees Form 700)**
- 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 BOT minutes, 12/13/14)**

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.

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 rule, 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 Board Rule 2902)**
- 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 Board Rule 2300.10)**
- 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 Board Functional Area map 2015); (IV.C.12-4 Chancellor Functional Area map 2015)**
- 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 BOT Info Request Tracking Document); (IV.C.12-6 Board letter packet 5/27/15)**
- 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 Chancellor Job Description, May 2013); (IV.C.12-8 Chancellor’s Directive 122); (IV.C.12-9 BOT closed agendas Chancellor evaluations 11/2014-6/2015)**

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 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter)

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.

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 BOT Accreditation Training Minutes, 11/3/12); (IV.C.13-2 BOT Accreditation Training Minutes, 10/22/13); (IV.C.13-3 BOT Accreditation Training Minutes, 12/10/14)
- 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 need evidence Board Rule 6300); (IV.C.13-5 BOT minutes, 12/11/13, p. 4)
- 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 Accreditation Ad Hoc Committee agendas 2014)**

- 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 IESS Minutes, 12/9/14; IESS Minutes, 12/11/14; IESS minutes, 2/2/15)**
- 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 IESS committee agendas for 2013-2015); (IV.C.13-9 IESS Accreditation Update PPT, 11/19/14); (IV.C.13-10 IESS Accreditation Recap PPT, 2/25/15); (IV.C.13-11 IESS Accreditation Update PPT, 3/25/15); (IV.C.13-12 IESS Accreditation Update PPT, 4/29/15); (IV.C.13-13 IESS Accreditation Update PPT, 6/24/15); (IV.C.13-14 IESS committee minutes for 2014-2015)**
- 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 IESS Minutes 8/21/13); (IV.C.13-16 BOT minutes, 6/11/14)**
- 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 Districtwide 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 COW PPT, 4/29/15); (IV.C.13-18 BOT Minutes, 8/22/12); (IV.C.13-19 BOT Accreditation Update, 1/28/15)**
- h. In addition to its IESS committee, the Board reviews and approves all accreditation reports. **(IV.C.13-20 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15)**
- 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 BOT Functional Area map, 9/17/15)**

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.

IV.D MULTI-COLLEGE DISTRICT OR SYSTEMS

IV.D

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 Synergy newsletters 2014-2015); (IV.D.1-2 District Accreditation newsletters, 2014-2015)**
- 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 Chancellor Cabinet agendas); (IV.D.1-4 Presidents Council agendas)**
- 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 Chancellor retreat agendas, 2014)**
- 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 WLAC College President Job Description, 2015)**

- 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 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015); (IV.D.1-8 Agendas from DAS Summits, 2013-2015); (IV.D.1-9 DAS Academically Speaking newsletter, Fall 2015)**
- 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 DBC Minutes, 7/15/15 & 8/13/14); (IV.D.1-11 Chancellor Budget Recs, 8/26/15)**
- 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 WLAC Press Release announcing interim President, 6/25/15)**

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 ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7)**
- 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 LACCD District/College Functional Area map, 2008)**
- 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 Districtwide 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 LACCD Governance and Functions Handbook, 2010); (IV.D.1-16 Committee Description template); (IV.D.1-17 College governance handbook template)**

- 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 LACCD Governance and Functions Handbook, 2013)**
- 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 ESC 2014 Program Reviews); (IV.D.1-20 Draft Functional Area maps 2015)**
- 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 LACCD Governance and Functions Handbook, 2015)**
- 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 SIS maps)**

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.

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 1998 decentralization policy)**

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 Districtwide 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 District Functional Area maps, 2015); (IV.D.2-3 Functional Area map review request email)

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 2013 LACCD Governance and Functions Handbook, p. 51-57)

- **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 Districtwide 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 DOSO evaluations, 2008-2009); (IV.D.2-6 DOSO evaluations 2011-2012)**
- 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 Districtwide 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 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, 2014)**
- 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 2014 ESC Services Surveys)**
- 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 2014 ESC Services Survey Analyses); (IV.D.2-12 Program Review Update PPT, 2/20/15); (IV.D.2-13 Draft ESC Program Review Manual, 10/1/15)**

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 Budget Allocation Mechanism, 2012); (IV.D.2-15 Financial Accountability Measures, 2013); (IV.D.2-16 ECDBC recommendation on**

LAHC deferral request, 6/10/15); (IV.D.2-17 LAHC Debt Referral Request PPT to BFC, 9/16/15)

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 Districtwide 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.

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 DBC webpage screenshot, 8/2015)**
- 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, districtwide 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 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model)**

- 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 DBC minutes 5/18/11)**
- 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
 - 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 ECDBC Budget Allocation Model Recommendation, Jan 2012)**
- 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 BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12); (IV.D.3-6 District Budget Allocation Evaluation)**
- 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 BOT agenda BF4, Financial Accountability Measures, 10/9/13)**
- 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 FAC meeting minutes 6/13/12)**

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 2014-15 Quarterly Projections)**
- 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 BOT agenda, BF4, Financial Accountability Measures, 10/9/13)**

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.

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 HR Guide R-110 Academic Administrator Selection, 7/31/15)**
- 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 College president Self Evaluation packet); (IV.D.4-3 BOT agendas w/President evaluations, 2011-2014)**

- 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 BOT Agenda BF2, 10/9/13)**
- 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 Chancellor Functional Area map, 2015)**

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.

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 District Strategic Plan: Vision 2017, 2/6/13)**

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 LACCD Integrated Planning Manual, 2015)**

- 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 Districtwide discussion. **(IV.D.5-3 college effectiveness report template); (IV.D.5-4 IEES cmte agenda on IE rpts)**
- 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 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15); (IV.D.5-6 DPAC agenda 6/26/15); (IV.D.5-7 DPAC agenda, 8/28/15)**
- d. The District Technology Plan created a framework of goals and a set of actions to guide Districtwide 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 District Technology Strategic Plan, 3/9/11); (IV.D.5-9 District Technology Implementation Plan, 3/21/13)**
- e. District-college integration also occurs during operational planning for districtwide 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 SSSP New DEC Svc Categories PPT, 2014); (IV.D.5-11 SSSP Counselor DEC Trng PPT, 2014); (IV.D.5-12 SSI Steering Committee Minutes, 8/22/14); (IV.D.5-13 SIS Fit-Gap agendas, 2013)**
- 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 Quarterly College FTES meetings, 2014-2015); (IV.D.5-15 Quarterly enrollment reports to DBC); (IV.D.5-16 Quarterly enrollment reports to BFC); (IV.D.5-17 Budget Allocation Model, 2012 amendment)**

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 DPAC agendas, June-Aug 2015); (IV.D.5-19 BOT Agenda, Student Success Scorecard presentation, 9/2/15); (IV.D.5-20 IEPI 2015-16 Goals Framework, 5/27/15)**

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 Districtwide 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 districtwide basis. The District meets this Standard.

Los Angeles Mission College meets this standard.

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 districtwide 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 Screenshot of District Intranet of Councils and Committees)**
- b. **Seven Districtwide 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 Districtwide Executive Administrative Councils 2015 update)**
- c. The **Councils of Academic Affairs, Student Services, and the District Administrative Council** are responsible for the review and study of districtwide 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 Chancellor's Directive 70)**
- 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 District-level Governance committee 2015 update)**
- e. In 2013, the governance committees agreed to a common format for their webpages. Each committee's webpage 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 webpage, which is accessible to the public. **(IV.D.6-5 District-level Governance Committee webpage screenshot)**
- 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. **(IV.D.6-6 District Coordinating Committees 2015 update); (IV.D-7 Sample email of report to list serve).**
- g. **Five Academic Initiative Committees** coordinate Districtwide 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 District Academic Initiative Committees, 2015 update).**

- h. Information Technology maintains **78 active list serves**. These list serves include the Districtwide 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 District List serve list).**
- 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 sample BOT agenda email).**
- 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 OGC Board Rule & Admin Reg Revision Notices, July-August 2015).**
- 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 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 Wellness newsletters); (IV.D.6-18 Bond Program newsletters); (IV.D.6-19 SIS forum PowerPoint).**
- 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 Chancellor weekly email updates).**
- 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 DAS Communication, 2014-15).**
- 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 Web redesign meeting, 10/13/11).**

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 districtwide 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 Districtwide Communication PPT, 9/25/15)**

Los Angeles Mission College meets this standard.

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 2009 District Governance Survey Tool); (IV.D.7-2 2010 District Governance Assessment Report, 2/26/10)

- 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 districtwide decision making in relation to the District's stated mission. **(IV.D.7-3 2012 District Governance Survey Tool and Results); (IV.D.7-4 2015 District Governance Survey Tool)**
- 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 District-level Governance and Decision-making Assessment Comparison Report for 2010, 2012, 2014, 8/28/15); (IV.D.7-6 District-level Governance and Decision-making Assessment Analysis, 8/19/15); (IV.D.7-7 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15); (IV.D.7-8 DPAC 2015-16 Work Plan, 8/28/15)**
- 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 Districtwide Committee Self-Evaluation form); (IV.D.7-10 DBC self-evaluation 2012-2013, 6/30/13; 2013-2014, 6/30/14); (IV.D.7-11 DPAC self-evaluation 2012-2013, 10/5/13; 2013-2014, 2/27/15); (IV.D.7-12 JLMBC self-evaluation 2011-12, 11/20/12; 2012-13, 7/9/13; 2013-14, 10/16/14); (IV.D.7-13 TPCC self-evaluation 2011-2015, 8/2015)**
- 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 districtwide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor's Directive (CD) 70: Districtwide 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 Updated District Council and Committee list, 9/2/15)**

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 Governance Evaluation Timeline, 8/27/15); (IV.D.5-2 LACCD Integrated Planning Manual)**

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 DPAC 2015-16 Work Plan, 8/28/15); (IV.D.7-16 Updated DPAC Charter, 6/22/15)**

Los Angeles Mission College meets this standard.

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IV.D.6-22	Web redesign meeting, 10/13/11
IV.D.6-23	Districtwide Communication PPT, 9/25/15
IV.D.7-1	2009 District Governance Survey Tool
IV.D.7-2	2010 District Governance Assessment Report, 2/26/10
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 for 2010, 2012, 2014, 8/28/15
IV.D.7-6	2014-15 District-level Governance and Decision-making Assessment Analysis, 8/19/15
IV.D.7-7	2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15
IV.D.7-8	DPAC 2015-2016 Work Plan, 8/28/15
IV.D.7-9	Districtwide Committee Self-Evaluation form
IV.D.7-10	DBC self-evaluation 2012-2014
IV.D.7-11	DPAC self-evaluation 2012-2014
IV.D.7-12	JLMBC self-evaluation 2011-2012
IV.D.7-13	TPCC self-evaluation 2011-2012, 7/19/12
IV.D.7-14	Updated District Council and Committee list, 9/2/15
IV.D.7-15	Governance Evaluation Timeline, 8/27/15
IV.D.7-16	Updated DPAC Charter, 6/22/15

Quality Focus Essay

Introduction:

During the accreditation Self-Study, the College evaluated itself in accordance with standards of good practice regarding mission, goals and objectives; the appropriateness sufficiency and 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. Through the process of on-going, self-reflective dialogue and data collection, the College analyzed and identified areas of needed change, development and improvement for further study and action that have good potential for improving student learning outcomes student achievement. The two action projects that were identified are vital to the long-term improvement of student learning and achievement at Los Angeles Mission College.

- Integrated Planning
- Student Services

In all, (#) standards were associated with them.

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 which 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.

According to Buckley (2010), Williams (1998) and White (2007) advocated for integrated planning and budgeting models for colleges that tie educational objectives directly to available funding. Such integrated planning may improve both institutional effectiveness and stakeholder participation in institutional planning. White (2007) noted that institutions which were successful at integrating planning and budgeting processes purposefully reduced the time committed by stakeholders to participate in planning processes while establishing financial resources that could be allocated to high priority planning initiatives each year.

According to Buckley (2010) many colleges are moving toward a systematic integration of all forms of campus-based planning to simplify workloads and provide consistent reporting to outside agencies. Although post-secondary education may not fit a business model, aspects of integrated planning and resource allocation can help benefit academic planning and the ability for institutions to realize competitive niches.

Integrating the multiple plans that exists at the College is a challenging task but, the benefits can ultimately lead to improved student success. Integrated planning and budgeting methods are also essential to maintain open access and financial equity to the students served by LAMC. The ultimate goal of all planning is student learning and success.

1. **Identification of the problem-** During a review of college planning documents it became clear the College has developed a variety of planning documents that are used for planning such as the Educational Master Plan, Enrollment Management Plan, Technology Plan, Facilities Plan, Achieving the Dream Plan, Student Services Plan, Equity Plan as well as the Strategic Master Plan. Each plan was developed without sufficient alignment with the College Strategic Master Plan. Some of the divergent views of integrated planning could lead to duplication in College planning, effort and resources. The complexity of the College's current planning processes and timelines have made alignment to accreditation standards challenging and this has been complicated by a revision of Accreditation Standards and the new ACCJC self-study timetables for the LACCD. The College does have some integrated planning given our very comprehensive shared governance planning processes, however we need to improve because of the many plans we have developed and because of new state mandates for student success such as student equity and Student Success Support Program plans.

ACTION PROJECTS	RELATION TO THE STANDARDS
INTEGRATED PLANNING	
# OF ACTION PLANS ASSOCIATED WITH	

Responses from faculty and staff also indicate there is room for improvement in this area.

In a fall 2014 survey of staff and faculty (160 respondents), employees were asked the following questions:

- Institutional planning results in on-going, self-reflective continuous improvement. (p. 13)

Strongly agree	Agree	Neither	Disagree	Strongly Disagree
18%	49%	22%	9%	3%

- Program reviews are integrated into the overall institutional evaluation and planning process. (p. 14)

Strongly agree	Agree	Neither	Disagree	Strongly Disagree
16%	49%	25%	7%	3%

- The College's planning and resource allocation process is clearly defined. (p. 15)

Strongly agree	Agree	Neither	Disagree	Strongly Disagree
10%	35%	36%	13%	5%

- The College's planning and resource allocation process is effective in facilitating improvements in student learning. (p. 15)

Strongly agree	Agree	Neither	Disagree	Strongly Disagree
9%	35%	38%	11%	7%

Clearly, less than half of respondents indicated the College did a good job of defining the planning and resource allocation process, and less than half indicated the College's planning and resource allocation process was effective in facilitating improvements in student learning (Marker).

2. Desired Goals/Outcomes

In effect, the College seeks to maintain planning efforts within each department that are mutually complementary to other departments across the College. It is the position of stakeholders at the campus that integrated planning maximizes the resources of the College and greatly increases its capacity to fulfill its mission towards student learning and achievement.

The recommendations and proposed strategies in this QFE 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. This improvement will enhance the delivery of quality programs and services to the students and communities served by the College and are designed to enhance the College's ability to refine, align and maintain processes and college operational functions. This continuous improvement is how the College plans will directly impact College personnel as well as the students that are served on a daily, yearly and long term basis. A well thought out Integrated Planning process captures all the critical elements needed to ensure effective programs and services in order to move the institution forward in accomplishing its mission. This will also lead to a reduction in duplicated effort while continuing to embrace student success and student learning.

The Key Performance Indicators identify College wide measures of effectiveness that will help us to assess progress in meeting the strategic goals in the project.

Integrated Planning Strategic Goal #1: Align all planning documents with the College's Strategic Master Plan and Accreditation cycles.	
Key Performance Indicator:	1A:
	1B:
	1C:
	1D:
Integrated Planning Strategic Goal #2: Develop a LAMC communication plan;	
Key Performance Indicator:	2A:

	2B:
Integrated Planning Strategic Goal #3: Establish and engage in workshops on collaborative planning that includes all the LAMC key stakeholders	
Key Performance Indicator:	3A:
	3B:
Integrated Planning Strategic Goal #4:	
Key Performance Indicator:	4A:
	4B:
	4C:
Integrated Planning Strategic Goal #5:	
Key Performance Indicator:	5A:
	5B:
Integrated Planning Strategic Goal #6:	
Key Performance Indicator:	6A:
	6B:
	6C:
	6D:
Integrated Planning Strategic Goal #7:	
Key Performance Indicator:	7A:
	7B:
Integrated Planning Strategic Goal #8:	
Key Performance Indicator:	8A:
	8B:
	8C:

	8D:
	8E:

3. Actions/Steps to be Implemented:

- The College will establish an Integrated Planning Committee that oversees planning across the various College departments and recommends a realignment of College planning into an Integrated Strategic Master Plan and refined College Planning Process.
- The Integrated Planning Committee will develop and coordinate the implementation of an Integrated Planning Model.
- 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 Committee will look at each action from multiple perspectives (such as impact on students, impact on faculty and staff, cost, and complexity) and address all of the ramifications of the plan, such as modifications to related policies and procedures, adjustments to faculty workloads, re-allocations of funds, and development of a support infrastructure.
- The College will provide professional development for participating faculty and staff for taking them in this new direction in integrated planning.

4. Proposed Strategies

- The Integrated Planning Committee should 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 selection of faculty and staff to serve on the planning committee should include balanced representation of functions and diversity of thought.
- The Integrated Planning Committee will include in their duties the review and updating of the strategic vision, mission, values and goals statements so that the strategic direction of the College is clear to internal and external communities.
- Committee responsibilities should be to:
 - a. Establish a time-line for completion of the Integrated Planning Process;
 - b. Identify duplicate or overlapping planning objectives and activities across the various college department plans;
 - c. A review of the Integrated Planning process will also include a review of the planning cycles to ensure that plans are aligned with the College's Strategic Master Plan and Accreditation cycles.
 - d. Develop a LAMC communication plan;
 - e. Identify forums for engagement and data gathering (e.g., academic senate meetings, staff and administrative councils, student government, etc.); and,
 - f. Establish and engage in workshops on collaborative planning that includes all the LAMC key stakeholders.

The Integrated Planning Committee will develop and coordinate the implementation of an Integrated Planning Model.

Proposed Strategies

1. The Integrated Planning Committee will review current plans, objectives and activities for alignment with the College's Strategic Master Plan. Activities will be reviewed for overlapping tasks that duplicate effort and resources.
2. The Integrated Planning Committee will merge the key elements of existing plans together to develop a more focused College Strategic Master Plan which should include: the Educational Master Plan, Enrollment Master Plan, Technology Plan, Facilities Plan, Distance Education Plan and the Students Services Master Plan.
3. The committee will delineate the actual planning documents that will support the planning framework to be used to implement the College Strategic Master Plan.
4. The Integrated Planning Committee, in collaboration with the College Council and Executive Team, will evaluate online planning databases such as Strategic Planning Online (SPOL) or other products to assist the College in the collection and storage of planning data.
5. 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 Web page, email and hard copy that updates the College community about planning throughout the year.
6. In order to be more efficient, effective and systematic in the process of planning, the College will make a commitment to link the use of accurate, timely, and reliable hard data as a framework for the planning processes that will ultimately help support consistent decision-making.
7. In order to maintain a common point of reference for the development and distribution of accurate and timely reports that supports planning and related operations, the College will determine that the Office of Institutional Research is the central point of reference for formal and official college wide data and informational reports.

5. Responsible Parties: The Integrated Planning Committee will be responsible for all actions steps to be implemented. The Accreditation Steering Committee will oversee the work of the committee and report to College Council with monthly updates. College Council will then report to the College President. To ensure implementation of the identified activities the responsible parties shall:

- Manage the timelines for the Integrated Planning project.
- Develop appropriate processes.
- If needed, request funding for the activities.

- Provide data and other types of evidence to assess the levels of success following plan implementation.
- 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 project.

TIMELINE AND PROCESS

Month/ Year Implementation date	Task	Month/Year Completion date	Responsible Parties
February 2016	The College will establish an Integrated Planning Committee and provide training to members. The Committee 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. In addition to the language or task, we will reference the goal# here as well.	June 2016	Integrated Planning Committee
February 2017	Complete an annual progress report and present to ASC and College Council	March 2017	
September 2016	The committee will review and identify duplicate or overlapping planning objectives and activities across the various College department plans. Review the current planning cycles to ensure that plans are aligned with the College's Strategic Master Plan and Accreditation cycles.	September 2017	
September 2017	The Integrated Planning Committee will merge the key elements of existing plans together to develop a more focused College Strategic Master Plan which should include: the Educational Master Plan, Enrollment Master Plan, Technology Plan, Facilities Plan, Distance Education Plan and the Students Services Master Plan.	September 2018	
February 2018	Complete an annual progress report and present to ASC and College Council	March 2018	

September 2018	The committee will develop a communication plan that includes disseminating information via a Web page, email and hard copy that updates the College community about planning throughout the year.	February 2019	
February 2019	Complete an annual progress report and present to ASC and College Council.	March 2019	

6. Resources:

7. Assessment: In evaluating the overall goals of the plan, primary emphasis is given to the impact of the integrated planning process to the quality of student learning. The comprehensive assessment plan will be flexible enough to accommodate, if necessary, subsequent changes made to implementation activities and timelines as a result of the analysis of previous assessment results. Tracking key performance indicators (KPI's) derived from annual planning activities may then facilitate evaluation of college institutional effectiveness.

Transforming Student Services to Achieve Student Success

1. Introduction

Los Angeles Mission College Student Services Division has achieved a great deal over the last twenty years. The College was established as five satellite centers in 1975 but it wasn't until 1992 these five center joined together on one campus located in Sylmar, California. LAMC is the youngest of the 9 community colleges in Los Angeles Community College District (LACCD) and has grown to 11, 500 students in AY 15-16. It is firmly established to serve the residents of Northeast San Fernando and others from Los Angeles County.

In 2008 LAMC had reached an enrollment of 11,000 students but due to the economic recession of 2008 to 2011, enrollment dwindled to 9,500, not unlike many other community colleges across the state. Student Services suffered major financial reductions that limited its services for Disabled Student and Program 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.

With the passage of Proposition 30, in 2012, the strengthening of the economy, and the passage of new legislation (Student Success Support Programs), funding to support Student Service programs at California Colleges increased significantly. During this period, the College was able to restore its student headcount and 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 student services was not enough. It was apparent that student services needed to “step up” and provide higher quality of services to help students achieve greater student success.

Increasing the performance and effectiveness of Student Services is particularly timely with the state mandates to implement the Student Success Support Program (SSSP) and the Student Equity Program. Student services is viewed by legislators and senior education leadership as critical to student success. Student success is now viewed as data driven decision making with completion on time, persistence, and success (passage of courses) as the mission of student services.

Organizationally, the Student Service Division is administered by one Vice President of Student Services, two Deans and one Associate Dean. The organization chart is below:

2. Identification of the problem

In 2013, the ACCJC accreditation visiting team proposed fourteen recommendations with five of those pertaining to Student Services. Among those recommendations was 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 addition, as recommended in the 2014 and 2015 Follow up reports, 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.

Thus in addition to conducting comprehensive program reviews for every student services unit, the division had to implement an action plan to deliver an acceptable and sustainable level of service to students.

This accreditation experience brought deep introspection to LAMC's student services division. The five recommendations and subsequent resolution pointed out some troubling issues. The issues were the following:

1. What were some of the elements that prevented some Student Service units to actively engage in program review and outcomes assessment process? Student services managers and staff seemed to lack the training to conduct comprehensive program reviews and other program assessment 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 needs to occur.
3. Collaboration with other areas of the College and Student Services continues to be ineffective and hinders a student success oriented dialogue.
4. Are there sufficient professional growth opportunities and accountability measures are 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 recognizes that there continues to be gaps in transforming the Division into a higher performing organization. The Self-Evaluation has examined these gaps in closer detail. The College reviewed the 2015 follow up report and found the gaps still persist. Most notable were the areas of leadership, assessment of student learning and training.

Quality Leadership directly impacts the assessment of student learning and success. Conducting assessments can be challenging and leaders in Student Services must guide the way and demonstrate the value of assessment and how it supports student learning and student achievement. As Seagraves and Dean (2010) found, it is important for senior leaders not only to support assessment activities but also be involved in assessment activities on their campus. Assessment analysis that are currently available on campus are not shared with other critical parties in the College.

Assessment should also be based on data collection and once this has been collected, the College needs to ask more difficult questions.

Leaders communicate their expectations to their staff and hold their employees accountable. They have an obligation to provide professional development, mentoring and training to their staff to improve the level of staff success.

It is clear Student Services employees need to improve the way they assess student outcomes and learning in their areas. It is also clear not every staff member in Student Services is trained to design and conduct meaningful assessments. Student Services staff have received little training

in these areas. Due to a void in leadership in Student Services, professional development, mentoring and training has been minimal, sporadic, and inconsistent.

In addition to these issues the Division of Student Services lost its Vice President to another campus in June of 2015. The College decided to bring a consultant to assess the In June 2015, the Vice President of Student Services position was vacated with an anticipated fill date of December 2015.

In July 2015, the College retained an expert consultant to assess the Student Services Division in organizational effectiveness, functions, and leadership. This assessment was completed on September 30, 2015 and the findings were consistent with the Self-Evaluation Report findings.

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 goals are necessary to achieve over the next seven years:

1. Ensure that adequate faculty and classified staffing occurs to meet the growing population projected over the next seven years.
2. Improve the collaboration of academic affairs and student services to achieve higher levels of student success.
3. Conduct staff development and cross training programs and focus on improving customer service to students, faculty, staff, and the community.
4. Increase the leadership behavior and skills of student services managers and staff.
5. Train and establish a data driven decision making culture in student services
6. Align student services units 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.

3. 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 move the division to become data driven, higher performing, and sustain an accountable leadership and staff that will ensure the College will move the needle for student success.

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 seven years.

The action steps will address 4 of the 8 issues identified in the student services' assessment beginning AY 16-17 and the next four in AY 17-18. There will be a three

year step strategy process to address each of the four goals selected over the next 2 years. The three step strategy process is the following:

Year 1: Gather Data and Conduct an Assessment of the Issue to develop tasks and activities

Year 2: Implement tasks and activities to address the issue

Year 3: Assess the improvements and implement changes to enhance these improvements

4. Desired Goals and Outcomes

The action steps and accomplishment of the desired goals and outcomes over the next seven years are the following:

Student Services Strategic Goal #1: <i>Ensure adequate staffing</i>	
Key Performance Indicator: Data and assessment will be completed and tasks and activities identified	1A: Gather data and assess the issue to develop tasks and activities
Goals to address the issue will be implemented	1B: Implement goals to address the issue
The outcomes of the goals implemented will be reassessed and improvements identified for the following year to be implemented	1C: Assess the improvements and implement changes to enhance improvements
Follow up report will contain the outcomes for strategic goals.	1D: Submit follow up report
Student Services Strategic Goal #2: <i>Improve AA and SS collaboration</i>	
Key Performance Indicator:	2A: : Gather data and assess the issue to develop tasks and activities
	2B:
Student Services Strategic Goal #3: <i>Conduct staff development and cross training activities</i>	
Key Performance Indicator:	3A: : Gather data and assess the issue to develop tasks and activities
	3B:
Student Services Strategic Goal #4: <i>Increase leadership behaviors and skills</i>	

Key Performance Indicator:	4A: : Gather data and assess the issue to develop tasks and activities
	4B:
	4C:
Student Services Strategic Goal #5: <i>Train and establish a data driven culture</i>	
Key Performance Indicator:	5A: : Gather data and assess the issue to develop tasks and activities
	5B:
Student Services Strategic Goal #6: <i>Align student services units and programs</i>	
Key Performance Indicator:	6A: : Gather data and assess the issue to develop tasks and activities
	6B:
	6C:
	6D:
Student Services Strategic Goal #7: <i>Conduct a facilities assessment with the advent of a Bond Program in 2016</i>	
Key Performance Indicator:	7A: : Gather data and assess the issue to develop tasks and activities
	7B:
Student Services Strategic Goal #8: <i>Integrate SS policies, practices and procedures in campus wide student success goals and activities</i>	
Key Performance Indicator:	8A: : Gather data and assess the issue to develop tasks and activities
	8B:
	8C:
	8D:
	8E:

TIMELINE AND PROCESS

Month/ Year Implementation date	Task	Month/Year Completion date	Responsible Parties
July 2016	Goal: Ensure adequate staffing Tasks: Convene Student Services Planning Committee (SSSP) to develop a data gathering and analysis plan.	August 1, 2016	VPSS SSSC
August 2016	Develop a plan that addresses the issue/goal	September 1, 2016	VPSS SSSC SS Managers Dean of IE
September, October, November 2016	Collect data both quantitative and qualitative (surveys and focus groups)	December 15, 2016	VPSS SSSC SS Managers
December 2016/ January 2017	Analyze the data and develop a set of goals, tasks and activities to be implemented in AY 17-18	February—April 2017	VPSS SSSC SS Managers President

5. Resources

6. Assessment

Overall assessment of the long term transformation of student services will occur by aligning the comprehensive program review process with the three step strategy to achieve successful outcomes among the 8 goals. It will also include an overall assessment in AY 20-21 which is the last years of the three step strategy process to collect data/assess, implement improvements, and reassess the improvements. The overall report will be prepared for the college and ACCJC in AY 21-22 in time for the ACCJC visit in AY 22-23.