ACKNOWLEDGEMENTS

Los Angeles Mission College expresses sincere gratitude and appreciation to the following individuals for their invaluable contributions to this Self Evaluation:

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

FROM: Monte E. Perez, Ph.D.
President, Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

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

Monte E. Perez, Ph.D.
President, Los Angeles Mission College

Francisco C. Rodriguez, Ph.D.
Chancellor, Los Angeles Community College District

Scott J. Svonkin
President, Board of Trustees, Los Angeles Community College District

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Louise Barbato
Chapter President, AFT Faculty Guild, Los Angeles Mission College
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>Milagros N. Castillo</td>
<td>Chapter Chair, AFT Staff Guild, Los Angeles Mission College</td>
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<tr>
<td>Zoila Rodriguez-Doucette</td>
<td>Representative, Supervisory Employees, Los Angeles Mission College</td>
<td></td>
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<tr>
<td>Jackie L. Ambridge</td>
<td>President, Associated Students Organization</td>
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<tr>
<td>Michael K. Allen</td>
<td>Vice President of Academic Affairs, Los Angeles Mission College</td>
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<td></td>
<td>Accreditation Liaison Officer</td>
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<td></td>
<td>Co-Chair, Accreditation Steering Committee</td>
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<tr>
<td>Kelly William Enos</td>
<td>Faculty Co-Chair, Accreditation Steering Committee</td>
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INTRODUCTION

Los Angeles Mission College is located on 33 acres in the community of Sylmar, close to the city of San Fernando in the Northeast San Fernando Valley. The College was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities throughout the city of San Fernando and surrounding communities including Granada Hills, Lake View Terrace, Pacoima, Sepulveda, Sylmar, Sun Valley, Sunland, Tujunga, and Mission Hills. The College also served students from neighboring communities such as North Hollywood, Panorama City, Van Nuys, and Burbank. Northeast San Fernando communities have many hardships with low educational attainment, low income, high unemployment and under employment, and a majority of students 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 over 11,150 students from Northeast San Fernando Valley communities and surrounding cities. The College also serves a growing number of online students; currently approximately five percent of all classes are taught online.

**College Service Area**

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

<table>
<thead>
<tr>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>9%</td>
</tr>
<tr>
<td>5%</td>
</tr>
</tbody>
</table>

**Labor Market**

The fastest growing occupations in Los Angeles County for 2014 are Real Estate Sales Agents and Retail Sales Persons, but their expected growth change for 2020 is only 19% and 9% respectively. On the other hand the jobs with 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.
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)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Credit FTES</td>
<td>5,902</td>
<td>6,769</td>
<td>6,681</td>
<td>6,681</td>
<td>6,018</td>
<td>5,609</td>
<td>5,810</td>
</tr>
<tr>
<td>Noncredit FTES</td>
<td>370</td>
<td>331</td>
<td>327</td>
<td>339</td>
<td>336</td>
<td>290</td>
<td>287</td>
</tr>
<tr>
<td>Nonresident Credit FTES</td>
<td>126</td>
<td>145</td>
<td>188</td>
<td>178</td>
<td>142</td>
<td>144</td>
<td>131</td>
</tr>
<tr>
<td>Total FTES</td>
<td>6,398</td>
<td>7,245</td>
<td>7,196</td>
<td>7,198</td>
<td>6,496</td>
<td>6,043</td>
<td>6,228</td>
</tr>
<tr>
<td>FTEF</td>
<td>424.59</td>
<td>389.92</td>
<td>330.71</td>
<td>322.05</td>
<td>295.76</td>
<td>282.527</td>
<td>291.702</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>452.06</td>
<td>557.42</td>
<td>652.78</td>
<td>670.52</td>
<td>658.91</td>
<td>641.67</td>
<td>640.52</td>
</tr>
<tr>
<td>Average Class Size (ACS)</td>
<td>30.8</td>
<td>35.6</td>
<td>40.9</td>
<td>42.5</td>
<td>43.4</td>
<td>37.5</td>
<td>36.5</td>
</tr>
</tbody>
</table>
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. The was also a percentage increase of students in the 26 to 30 age group from 9.5% in fall 2008 to 13.0% 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 9: Entering Status of Credit Students, Fall 2014
College Readiness

The average academic performance index (API) scores for LAMC’s top five feeder high schools was 696 in 2013, substantially lower than the California statewide average of 757. As a result, a large number of students are placed into below college-level courses in English and math.

FIGURE 10: English Placement, 2014-15

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Transfer Level</td>
<td>460</td>
<td>19.2%</td>
<td>617</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>493</td>
<td>20.5%</td>
<td>608</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>658</td>
<td>27.4%</td>
<td>928</td>
</tr>
<tr>
<td>3+ Levels Below</td>
<td>789</td>
<td>32.9%</td>
<td>971</td>
</tr>
<tr>
<td>Total</td>
<td>2,400</td>
<td>100.0%</td>
<td>3,124</td>
</tr>
</tbody>
</table>

FIGURE 11: Math Placement, 2014-15
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.

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.

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<tr>
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<tr>
<td>Transfer Level</td>
<td>247</td>
<td>9.7%</td>
<td>312</td>
</tr>
<tr>
<td>1 Level Below</td>
<td>506</td>
<td>19.8%</td>
<td>724</td>
</tr>
<tr>
<td>2 Levels Below</td>
<td>549</td>
<td>21.5%</td>
<td>781</td>
</tr>
<tr>
<td>3+ Levels Below</td>
<td>1,252</td>
<td>49.0%</td>
<td>1,361</td>
</tr>
<tr>
<td>Total</td>
<td>2,554</td>
<td>100.0%</td>
<td>3,178</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Definition</th>
<th>Institution-set Standard</th>
<th>Stretch Goal</th>
<th>2014 Data</th>
<th>2013 Data</th>
<th>2012 Data</th>
<th>3-Year Average</th>
</tr>
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<tr>
<td>Successful Course Completion Rate</td>
<td>Number of passing grades (A, B, C, P) divided by the number of students enrolled at Census</td>
<td>64.0%</td>
<td>Reach District average in 5 years</td>
<td>64.8% (fall 2014)</td>
<td>66.6% (fall 2013)</td>
<td>69.2% (fall 2012)</td>
<td>66.9%</td>
</tr>
<tr>
<td>Course Retention Rate</td>
<td>Number of students retained divided by the number of students enrolled at Census</td>
<td>85.0%</td>
<td>Main high retention rate</td>
<td>85.3% (fall 2014)</td>
<td>85.2% (fall 2013)</td>
<td>87.6% (fall 2012)</td>
<td>86.0%</td>
</tr>
<tr>
<td>Fall-to-Fall Persistence Rate</td>
<td>Percentage of credit students who complete a course in the fall and re-enrolled the following fall</td>
<td>48.0%</td>
<td>N/A</td>
<td>52.5% (fall 2014)</td>
<td>52.4% (fall 2013)</td>
<td>52.6% (fall 2012)</td>
<td>52.5%</td>
</tr>
<tr>
<td>Degree Completion-duplicated</td>
<td>Number of associate’s degrees awarded during the previous academic year (July-June)</td>
<td>450 degrees</td>
<td>Decrease degrees per student to 1.5</td>
<td>717 (2014-15)</td>
<td>840 (2013-14)</td>
<td>670 (2012-13)</td>
<td>742</td>
</tr>
<tr>
<td>Degree Completion-unduplicated</td>
<td>Number of students awarded associate’s degrees during the previous academic year (July-June)</td>
<td>385 students</td>
<td>N/A</td>
<td>436 (2014-15)</td>
<td>474 (2013-14)</td>
<td>394 (2012-13)</td>
<td>435</td>
</tr>
<tr>
<td>Certificate Completion-duplicated</td>
<td>Number of Chancellor’s Office-approved certificates awarded during the previous academic year (July-June)</td>
<td>350 certificates</td>
<td>N/A</td>
<td>399 (2014-15)</td>
<td>450 (2013-14)</td>
<td>353 (2012-13)</td>
<td>401</td>
</tr>
<tr>
<td>Certificate Completion-unduplicated</td>
<td>Number of students awarded certificates during the previous academic year (July-June)</td>
<td>350 students</td>
<td>N/A</td>
<td>370 (2014-15)</td>
<td>421 (2013-14)</td>
<td>346 (2012-13)</td>
<td>379</td>
</tr>
<tr>
<td>Transfer</td>
<td>Number of students transferring to a four-year institution</td>
<td>205 students</td>
<td>Prioritize resources to increase xfer</td>
<td>407 (2014-15)</td>
<td>332 (2013-14)</td>
<td>213 (2012-13)</td>
<td>317</td>
</tr>
<tr>
<td>Job Placement Rates</td>
<td>Percent of completers employed in the year following program completion</td>
<td>50%</td>
<td>65%</td>
<td>59%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCTG</td>
<td>64.1%</td>
<td>67.9%</td>
<td>69.9%</td>
<td>51.6%</td>
<td>57.0%</td>
</tr>
<tr>
<td>ADM JUS</td>
<td>70.8%</td>
<td>69.4%</td>
<td>66.5%</td>
<td>64.2%</td>
<td>72.4%</td>
</tr>
<tr>
<td>AFRO AM</td>
<td>56.3%</td>
<td>59.8%</td>
<td>82.8%</td>
<td>85.1%</td>
<td>67.4%</td>
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<tr>
<td>ANATOMY</td>
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<td>76.7%</td>
<td>76.3%</td>
<td>71.6%</td>
<td>70.8%</td>
</tr>
<tr>
<td>ANTHRO</td>
<td>58.9%</td>
<td>56.3%</td>
<td>53.2%</td>
<td>48.6%</td>
<td>63.6%</td>
</tr>
<tr>
<td>ART</td>
<td>74.3%</td>
<td>70.0%</td>
<td>74.7%</td>
<td>70.1%</td>
<td>63.9%</td>
</tr>
<tr>
<td>ASTRON</td>
<td>54.5%</td>
<td>77.1%</td>
<td>62.5%</td>
<td>66.7%</td>
<td>77.9%</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>67.2%</td>
<td>63.4%</td>
<td>59.2%</td>
<td>59.7%</td>
<td>66.9%</td>
</tr>
<tr>
<td>BUS</td>
<td>66.4%</td>
<td>64.8%</td>
<td>75.6%</td>
<td>69.5%</td>
<td>69.8%</td>
</tr>
<tr>
<td>CAOT</td>
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<td>73.1%</td>
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<td>70.0%</td>
</tr>
<tr>
<td>CH DEV</td>
<td>76.7%</td>
<td>84.7%</td>
<td>83.1%</td>
<td>77.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>CHEM</td>
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<td>61.9%</td>
<td>62.2%</td>
<td>51.0%</td>
</tr>
<tr>
<td>CHICANO</td>
<td>60.5%</td>
<td>66.1%</td>
<td>75.1%</td>
<td>66.8%</td>
<td>58.7%</td>
</tr>
<tr>
<td>CINEMA</td>
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<td>57.8%</td>
<td>57.1%</td>
</tr>
<tr>
<td>CLN ART</td>
<td>87.2%</td>
<td>89.1%</td>
<td>87.4%</td>
<td>86.7%</td>
<td>82.8%</td>
</tr>
<tr>
<td>CO SCI</td>
<td>63.4%</td>
<td>57.8%</td>
<td>55.4%</td>
<td>56.6%</td>
<td>56.3%</td>
</tr>
<tr>
<td>COMM</td>
<td>70.5%</td>
<td>65.8%</td>
<td>63.9%</td>
<td>63.5%</td>
<td>61.0%</td>
</tr>
<tr>
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<td>80.3%</td>
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<td></td>
</tr>
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<td>54.6%</td>
<td>50.2%</td>
</tr>
<tr>
<td>ECON</td>
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<td>68.5%</td>
<td>69.7%</td>
<td>61.2%</td>
<td>60.5%</td>
</tr>
<tr>
<td>ENGLISH</td>
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<td>71.4%</td>
<td>70.4%</td>
<td>68.5%</td>
<td>64.4%</td>
</tr>
<tr>
<td>ESL/E.S.L.</td>
<td>73.0%</td>
<td>80.4%</td>
<td>79.1%</td>
<td>81.2%</td>
<td>80.4%</td>
</tr>
<tr>
<td>FAM &amp;CS</td>
<td>78.1%</td>
<td>81.3%</td>
<td>78.9%</td>
<td>81.3%</td>
<td>69.3%</td>
</tr>
<tr>
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<td>59.5%</td>
<td>60.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>FRENCH</td>
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<td>41.0%</td>
<td>58.0%</td>
<td>66.7%</td>
<td>66.0%</td>
</tr>
<tr>
<td>GEOG</td>
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<td>65.4%</td>
<td>53.8%</td>
<td>58.6%</td>
</tr>
<tr>
<td>HEALTH</td>
<td>68.5%</td>
<td>69.4%</td>
<td>71.5%</td>
<td>66.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>HISTORY</td>
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<td>65.2%</td>
<td>66.1%</td>
<td>56.1%</td>
<td>57.5%</td>
</tr>
<tr>
<td>HUMAN</td>
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<td>75.5%</td>
<td>85.0%</td>
<td>75.5%</td>
<td>74.0%</td>
</tr>
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<td>INTRDGN</td>
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<td>ITALIAN</td>
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<td>86.2%</td>
<td>73.7%</td>
</tr>
<tr>
<td>KIN</td>
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<td>82.8%</td>
<td>78.7%</td>
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<td>76.4%</td>
</tr>
<tr>
<td>KIN ATH</td>
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<td></td>
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</tr>
<tr>
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<td>74.6%</td>
<td>70.2%</td>
<td>57.6%</td>
</tr>
<tr>
<td>LIB SCI</td>
<td>62.1%</td>
<td>68.0%</td>
<td>68.0%</td>
<td>68.4%</td>
<td>68.6%</td>
</tr>
<tr>
<td>LING</td>
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<td>63.0%</td>
<td>89.4%</td>
<td>85.4%</td>
<td>65.1%</td>
</tr>
<tr>
<td>LRNSKIL</td>
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<td>72.2%</td>
<td>86.8%</td>
<td>70.4%</td>
</tr>
</tbody>
</table>
Table I-B. Course Completion by Discipline (cont.)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKET</td>
<td>81.3%</td>
<td>78.7%</td>
<td>76.6%</td>
<td>74.4%</td>
<td>75.0%</td>
</tr>
<tr>
<td>MATH</td>
<td>48.6%</td>
<td>49.1%</td>
<td>53.1%</td>
<td>48.8%</td>
<td>47.7%</td>
</tr>
<tr>
<td>MGMT</td>
<td>30.2%</td>
<td>54.0%</td>
<td>58.5%</td>
<td>66.4%</td>
<td>56.2%</td>
</tr>
<tr>
<td>MICRO</td>
<td>57.4%</td>
<td>68.5%</td>
<td>74.4%</td>
<td>82.6%</td>
<td>74.2%</td>
</tr>
<tr>
<td>MULTIMD</td>
<td>84.5%</td>
<td>85.1%</td>
<td>87.4%</td>
<td>82.1%</td>
<td>81.8%</td>
</tr>
<tr>
<td>MUSIC</td>
<td>66.3%</td>
<td>61.0%</td>
<td>54.8%</td>
<td>63.0%</td>
<td>58.2%</td>
</tr>
<tr>
<td>PERSDEV</td>
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<tr>
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<td>77.4%</td>
<td>77.7%</td>
<td>73.5%</td>
</tr>
<tr>
<td>PHOTO</td>
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<td>80.8%</td>
<td>72.2%</td>
<td>88.0%</td>
<td>53.8%</td>
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<td>75.2%</td>
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<td>59.4%</td>
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<td>71.4%</td>
<td>74.2%</td>
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<td>POL SCI</td>
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<td>PROFBKG</td>
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<td></td>
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<td>65.9%</td>
<td>68.1%</td>
<td>66.0%</td>
</tr>
<tr>
<td>SOC</td>
<td>64.2%</td>
<td>70.4%</td>
<td>73.5%</td>
<td>64.6%</td>
<td>66.0%</td>
</tr>
<tr>
<td>SPANISH</td>
<td>78.9%</td>
<td>84.0%</td>
<td>78.8%</td>
<td>75.2%</td>
<td>72.6%</td>
</tr>
<tr>
<td>THEATER</td>
<td>65.3%</td>
<td>68.3%</td>
<td>81.0%</td>
<td>74.8%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Overall</td>
<td><strong>67.2%</strong></td>
<td><strong>69.3%</strong></td>
<td><strong>69.3%</strong></td>
<td><strong>66.6%</strong></td>
<td><strong>64.8%</strong></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>On-Campus</th>
<th>Online</th>
<th>Hybrid</th>
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<tr>
<td>ADM JUS 001</td>
<td>73.1</td>
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</tr>
<tr>
<td>ART 101</td>
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</tr>
<tr>
<td>ART 109</td>
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<td>71.8</td>
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<td>55.3 (2)</td>
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<td>62.5 (2)</td>
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Table I-D. State and District Comparison of Course Completion Rates, Fall 2010 – Fall 2014

<table>
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<tr>
<th>District</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>2014 Rank in LACCD</th>
<th>Compared to LACCD Average</th>
<th>Compared to CA State Average</th>
<th>5-Year Average</th>
<th>5-Year Change</th>
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<tbody>
<tr>
<td>California</td>
<td>68.3%</td>
<td>68.7%</td>
<td>70.0%</td>
<td>69.5%</td>
<td>69.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>69.1%</td>
<td>1.8%</td>
</tr>
<tr>
<td>LACCD</td>
<td>63.8%</td>
<td>64.6%</td>
<td>68.3%</td>
<td>67.0%</td>
<td>66.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>66.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Mission</td>
<td>63.3%</td>
<td>64.7%</td>
<td>69.2%</td>
<td>66.0%</td>
<td>64.6%</td>
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<td>-2.3%</td>
<td>-4.6%</td>
<td>65.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>City</td>
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<td>61.2%</td>
<td>65.9%</td>
<td>63.8%</td>
<td>64.8%</td>
<td>6</td>
<td>-2.1%</td>
<td>-4.4%</td>
<td>63.4%</td>
<td>2.9%</td>
</tr>
<tr>
<td>East</td>
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<td>67.2%</td>
<td>71.8%</td>
<td>71.2%</td>
<td>70.9%</td>
<td>1</td>
<td>4.0%</td>
<td>1.7%</td>
<td>69.5%</td>
<td>5.8%</td>
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<tr>
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<td>65.1%</td>
<td>67.2%</td>
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<td>66.2%</td>
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<td>-0.7%</td>
<td>-3.0%</td>
<td>65.7%</td>
<td>1.4%</td>
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<td>67.4%</td>
<td>69.6%</td>
<td>68.5%</td>
<td>68.1%</td>
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<td>-1.1%</td>
<td>68.1%</td>
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<tr>
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<td>58.8%</td>
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<td>-10.4%</td>
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<td>67.6%</td>
<td>3</td>
<td>0.7%</td>
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<td>4.9%</td>
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<tr>
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<td>64.3%</td>
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<td>68.1%</td>
<td>67.6%</td>
<td>3</td>
<td>0.7%</td>
<td>-1.6%</td>
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<td>3.5%</td>
</tr>
<tr>
<td>West</td>
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<td>59.3%</td>
<td>63.1%</td>
<td>61.2%</td>
<td>62.7%</td>
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<td>-4.2%</td>
<td>-6.5%</td>
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<td>4.5%</td>
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</tbody>
</table>

Note: The data in the table above is from the CCCCO Data Mart (http://datamart.cccco.edu/DataMart.aspx) and may differ from the campus-based data reported in 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

<table>
<thead>
<tr>
<th>Course Retention Rate</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
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<td>Gender</td>
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</tr>
<tr>
<td>Female</td>
<td>87.6%</td>
<td>88.4%</td>
<td>88.4%</td>
<td>85.5%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Male</td>
<td>86.5%</td>
<td>87.6%</td>
<td>86.9%</td>
<td>84.8%</td>
<td>84.3%</td>
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<tr>
<td>Ethnicity</td>
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<tr>
<td>Hispanic</td>
<td>86.7%</td>
<td>87.7%</td>
<td>87.4%</td>
<td>84.5%</td>
<td>84.7%</td>
</tr>
<tr>
<td>White</td>
<td>89.2%</td>
<td>89.4%</td>
<td>90.3%</td>
<td>89.0%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>90.6%</td>
<td>91.0%</td>
<td>88.2%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Black</td>
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<td>83.7%</td>
<td>85.3%</td>
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<tr>
<td>Multiethnic</td>
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<td>87.7%</td>
<td>87.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>79.8%</td>
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<td>83.9%</td>
<td>94.3%</td>
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<tr>
<td>Age</td>
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<tr>
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<tr>
<td>22-25</td>
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<tr>
<td>26-30</td>
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<tr>
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<td>84.7%</td>
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</tr>
<tr>
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</table>
Table II-B. Course Retention by Discipline, Fall 2010 – Fall 2014

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<th>Fall 2013</th>
<th>Fall 2014</th>
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<td>83.6%</td>
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<td>85.9%</td>
<td>81.0%</td>
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<td>90.3%</td>
</tr>
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<td>90.9%</td>
<td>83.6%</td>
<td>80.5%</td>
</tr>
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<td>ENGLISH</td>
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<td>85.7%</td>
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<td>81.0%</td>
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</tr>
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<td>FAM &amp;CS</td>
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<td>93.3%</td>
<td>91.4%</td>
<td>92.4%</td>
<td>86.7%</td>
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<td>94.5%</td>
<td>89.7%</td>
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<td>92.3%</td>
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<td>77.8%</td>
</tr>
<tr>
<td>ITALIAN</td>
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<td>80.4%</td>
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<td>84.2%</td>
</tr>
<tr>
<td>KIN</td>
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<td>92.7%</td>
<td>87.0%</td>
<td>88.8%</td>
<td>88.8%</td>
</tr>
<tr>
<td>KIN ATH</td>
<td></td>
<td></td>
<td></td>
<td>96.9%</td>
<td>93.9%</td>
</tr>
<tr>
<td>LAW</td>
<td>90.1%</td>
<td>85.2%</td>
<td>83.5%</td>
<td>81.6%</td>
<td>77.1%</td>
</tr>
<tr>
<td>LIB SCI</td>
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<td>80.0%</td>
<td>88.0%</td>
<td>84.2%</td>
<td>94.3%</td>
</tr>
<tr>
<td>LING</td>
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<td>94.4%</td>
<td>89.4%</td>
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<td>88.4%</td>
</tr>
<tr>
<td>LRNSKIL</td>
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<td>87.7%</td>
<td>94.4%</td>
<td>92.5%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>
Table II-B. Course Retention by Discipline, Fall 2010 – Fall 2014 (cont.)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>On-Campus</th>
<th>Online</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM JUS 001</td>
<td>95.5</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>ART 101</td>
<td>78.5 (3)</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>ART 109</td>
<td></td>
<td>84.5</td>
<td></td>
</tr>
<tr>
<td>BIOLOGY 003</td>
<td>85.7 (12)</td>
<td></td>
<td>67.3 (2)</td>
</tr>
<tr>
<td>BIOLOGY 033</td>
<td></td>
<td>81.3</td>
<td></td>
</tr>
<tr>
<td>CHICANO 002</td>
<td>78.3</td>
<td>80.6</td>
<td></td>
</tr>
<tr>
<td>CHICANO 007</td>
<td>93.9 (2)</td>
<td>72.5</td>
<td></td>
</tr>
<tr>
<td>CHICANO 008</td>
<td>94.1 (3)</td>
<td>80.4 (2)</td>
<td></td>
</tr>
<tr>
<td>CHICANO 037</td>
<td>91.0 (2)</td>
<td>86.4 (2)</td>
<td></td>
</tr>
<tr>
<td>CO SCI 401</td>
<td>79.6 (4)</td>
<td>77.5</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 101</td>
<td>80.4 (15)</td>
<td>67.2 (2)</td>
<td></td>
</tr>
<tr>
<td>FAM &amp; CS 021</td>
<td>88.4 (2)</td>
<td>81.9 (2)</td>
<td></td>
</tr>
<tr>
<td>FINANCE 008</td>
<td></td>
<td>85.0</td>
<td></td>
</tr>
<tr>
<td>HEALTH 011</td>
<td>91.1 (13)</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>LAW 001</td>
<td></td>
<td></td>
<td>73.0</td>
</tr>
<tr>
<td>LAW 002</td>
<td></td>
<td>79.7</td>
<td></td>
</tr>
<tr>
<td>LAW 010</td>
<td></td>
<td></td>
<td>52.8</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>76.9</td>
</tr>
<tr>
<td>LAW 012</td>
<td></td>
<td></td>
<td>80.0</td>
</tr>
<tr>
<td>LAW 013</td>
<td></td>
<td></td>
<td>81.4</td>
</tr>
<tr>
<td>LAW 016</td>
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</tr>
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<td></td>
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<td>LAW 019</td>
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<td>85.7</td>
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<tr>
<td>LAW 020</td>
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<td>81.3</td>
<td></td>
</tr>
<tr>
<td>LAW 034</td>
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<td>80.9</td>
<td></td>
</tr>
<tr>
<td>MATH 227</td>
<td>76.5 (7)</td>
<td>59.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 002</td>
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<td></td>
<td>84.6</td>
</tr>
<tr>
<td>MGMT 013</td>
<td></td>
<td>80.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 033</td>
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<td>90.6</td>
<td></td>
</tr>
<tr>
<td>PHILOS 033</td>
<td>90.2</td>
<td>42.4</td>
<td></td>
</tr>
<tr>
<td>PSYCH 001</td>
<td>86.3 (10)</td>
<td>59.7</td>
<td></td>
</tr>
<tr>
<td>SOC 001</td>
<td>87.5 (10)</td>
<td>74.5 (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 002</td>
<td>86.0 (2)</td>
<td>65.2</td>
<td></td>
</tr>
<tr>
<td>SOC 003</td>
<td></td>
<td>75.7</td>
<td></td>
</tr>
<tr>
<td>SOC 028</td>
<td></td>
<td>77.4</td>
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</tr>
</tbody>
</table>
Table II-D. State and District Comparison of Course Retention Rates, Fall 2010 – Fall 2014

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

Note: The data in the table above is from the CCCCO Data Mart (http://datamart.cccco.edu/DataMart.aspx) and may differ from the campus-based data reported in 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

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

<table>
<thead>
<tr>
<th>Fall-to-Spring Persistence</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>63.0%</td>
<td>64.0%</td>
<td>67.9%</td>
<td>67.8%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Male</td>
<td>62.1%</td>
<td>61.1%</td>
<td>64.9%</td>
<td>65.3%</td>
<td>69.1%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.5%</td>
<td>64.2%</td>
<td>67.5%</td>
<td>67.3%</td>
<td>71.0%</td>
</tr>
<tr>
<td>White</td>
<td>58.0%</td>
<td>61.1%</td>
<td>65.1%</td>
<td>66.9%</td>
<td>67.6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>57.6%</td>
<td>59.2%</td>
<td>64.3%</td>
<td>65.6%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Black</td>
<td>54.5%</td>
<td>54.8%</td>
<td>57.4%</td>
<td>62.9%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Multiethnic</td>
<td>47.1%</td>
<td>47.2%</td>
<td>63.9%</td>
<td>58.7%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>78.9%</td>
<td>61.8%</td>
<td>66.7%</td>
<td>84.2%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>62.5%</td>
<td>65.7%</td>
<td>70.6%</td>
<td>65.7%</td>
<td>69.8%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>78.5%</td>
<td>73.8%</td>
<td>79.0%</td>
<td>75.4%</td>
<td>81.5%</td>
</tr>
<tr>
<td>18-21</td>
<td>67.8%</td>
<td>67.5%</td>
<td>70.8%</td>
<td>71.7%</td>
<td>75.2%</td>
</tr>
<tr>
<td>22-25</td>
<td>58.2%</td>
<td>56.5%</td>
<td>60.8%</td>
<td>60.4%</td>
<td>64.8%</td>
</tr>
<tr>
<td>26-30</td>
<td>55.9%</td>
<td>55.0%</td>
<td>58.7%</td>
<td>59.4%</td>
<td>61.6%</td>
</tr>
<tr>
<td>31-40</td>
<td>57.6%</td>
<td>59.5%</td>
<td>64.5%</td>
<td>60.1%</td>
<td>64.8%</td>
</tr>
<tr>
<td>41-50</td>
<td>63.3%</td>
<td>65.5%</td>
<td>70.9%</td>
<td>68.9%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Over 50</td>
<td>59.7%</td>
<td>66.4%</td>
<td>63.2%</td>
<td>71.7%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Unit Load</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.5 to 6 Units</td>
<td>41.3%</td>
<td>40.5%</td>
<td>45.8%</td>
<td>45.3%</td>
<td>48.1%</td>
</tr>
<tr>
<td>6 to 11.5 Units</td>
<td>64.8%</td>
<td>65.4%</td>
<td>69.1%</td>
<td>70.4%</td>
<td>72.8%</td>
</tr>
<tr>
<td>12 or More Units</td>
<td>83.2%</td>
<td>83.0%</td>
<td>85.4%</td>
<td>84.8%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Educational Goal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>65.1%</td>
<td>64.5%</td>
<td>68.4%</td>
<td>68.4%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Career/Workforce</td>
<td>60.4%</td>
<td>62.1%</td>
<td>64.9%</td>
<td>64.8%</td>
<td>67.7%</td>
</tr>
<tr>
<td>General Education</td>
<td>55.1%</td>
<td>56.1%</td>
<td>63.1%</td>
<td>63.2%</td>
<td>67.1%</td>
</tr>
<tr>
<td>College Prep</td>
<td>67.8%</td>
<td>68.7%</td>
<td>71.2%</td>
<td>67.3%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Unknown/Decline to State</td>
<td>64.2%</td>
<td>63.9%</td>
<td>66.3%</td>
<td>67.8%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated</th>
<th>Duplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>369</td>
<td>426</td>
</tr>
<tr>
<td>2011-12</td>
<td>320</td>
<td>473</td>
</tr>
<tr>
<td>2012-13</td>
<td>394</td>
<td>672</td>
</tr>
<tr>
<td>2013-14</td>
<td>474</td>
<td>829</td>
</tr>
<tr>
<td>2014-15</td>
<td>436</td>
<td>717</td>
</tr>
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</table>
Table IV-B. Students Attaining Degrees by Population Group, 2010-11 to 2014-15

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

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

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>4</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Addiction Studies</td>
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<td>0</td>
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</tr>
<tr>
<td>Administration of Justice</td>
<td>26</td>
<td>23</td>
<td>18</td>
<td>37</td>
<td>25</td>
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<tr>
<td>Art</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Biology, General</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Chicano Studies</td>
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<td>2</td>
<td>5</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Child Development</td>
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<td>39</td>
<td>44</td>
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<tr>
<td>Communication Studies for Transfer</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Computer and Office Applications</td>
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<td>1</td>
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</tr>
<tr>
<td>Computer Applications and Office</td>
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<td>5</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
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<td>4</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Education for Transfer</td>
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</tr>
<tr>
<td>English</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Finance</td>
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<td>0</td>
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</tr>
<tr>
<td>Food Mgmt Prod Services &amp; Related</td>
<td>10</td>
<td>4</td>
<td>15</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
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<td>1</td>
<td>0</td>
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</tr>
</tbody>
</table>
Table IV-C. Degrees Awarded by Discipline, 2010-11 to 2014-15 (cont.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>General Studies: Arts and Humanities</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>General Studies: Communication and Literature</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>General Studies: Natural Sciences</td>
<td>16</td>
<td>14</td>
<td>30</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>General Studies: Social and Behavioral Sciences</td>
<td>43</td>
<td>65</td>
<td>91</td>
<td>107</td>
<td>80</td>
</tr>
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<td>0</td>
<td>0</td>
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<td>46</td>
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<td>1</td>
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<td>Legal Assisting (Paralegal)</td>
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<td>8</td>
<td>8</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>10</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liberal Arts: Arts and Humanities</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Arts: Business</td>
<td>17</td>
<td>20</td>
<td>22</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Liberal Arts: Communication and Literature</td>
<td>6</td>
<td>16</td>
<td>33</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Liberal Arts: Natural Sciences</td>
<td>9</td>
<td>20</td>
<td>30</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Liberal Arts: Social and Behavioral Sciences</td>
<td>99</td>
<td>128</td>
<td>184</td>
<td>239</td>
<td>206</td>
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<tr>
<td>Liberal Studies-Multiple Subject Teacher Prep.</td>
<td>13</td>
<td>19</td>
<td>12</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Management</td>
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<td>1</td>
<td>0</td>
<td>1</td>
</tr>
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<td>Marketing</td>
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<td>0</td>
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</tr>
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<td>2</td>
<td>11</td>
<td>7</td>
<td>9</td>
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<tr>
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<td>0</td>
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<td>3</td>
</tr>
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<td>Multimedia: Animation and 3D Design</td>
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<td>0</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Multimedia: Design for Animation &amp; Interactive</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Multimedia: Graphic and Web Design</td>
<td>0</td>
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<td>4</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Multimedia: Video Production Concentration</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Multimedia: Video/Sound Production Concentration</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Multimedia: Design for Animation &amp; Interactive</td>
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<td>0</td>
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</tr>
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<td>Painting</td>
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<td>0</td>
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<tr>
<td>Painting and Drawing</td>
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<td>Physical Science</td>
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<td>1</td>
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</tr>
<tr>
<td>Political Science</td>
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<td>1</td>
<td>5</td>
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<tr>
<td>Psychology</td>
<td>28</td>
<td>35</td>
<td>30</td>
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<tr>
<td>Sociology</td>
<td>23</td>
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<td>16</td>
<td>25</td>
<td>29</td>
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<tr>
<td>Spanish</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>426</strong></td>
<td><strong>473</strong></td>
<td><strong>672</strong></td>
<td><strong>829</strong></td>
<td><strong>717</strong></td>
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</table>
Table IV-D. State and District Comparison of Degrees Awarded, 2009-10 to 2013-14

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

Note: The data in the table above is from the C CCCO 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>
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<tr>
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</thead>
<tbody>
<tr>
<td>Total Students Awarded</td>
<td>152</td>
<td>234</td>
<td>346</td>
<td>421</td>
<td>370</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>77.0%</td>
<td>68.4%</td>
<td>74.3%</td>
<td>72.4%</td>
<td>69.5%</td>
</tr>
<tr>
<td>Male</td>
<td>23.0%</td>
<td>31.6%</td>
<td>25.7%</td>
<td>27.6%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>68.4%</td>
<td>77.4%</td>
<td>70.5%</td>
<td>75.5%</td>
<td>82.2%</td>
</tr>
<tr>
<td>White</td>
<td>17.1%</td>
<td>10.7%</td>
<td>13.9%</td>
<td>12.1%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.3%</td>
<td>3.0%</td>
<td>4.3%</td>
<td>5.2%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Black</td>
<td>2.6%</td>
<td>2.1%</td>
<td>4.3%</td>
<td>2.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Multiethnic</td>
<td>0.0%</td>
<td>1.7%</td>
<td>0.9%</td>
<td>1.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>2.0%</td>
<td>1.3%</td>
<td>0.6%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4.6%</td>
<td>3.8%</td>
<td>5.5%</td>
<td>2.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.3%</td>
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<td>0.0%</td>
</tr>
<tr>
<td>18-21</td>
<td>27.6%</td>
<td>33.8%</td>
<td>28.9%</td>
<td>26.4%</td>
<td>27.6%</td>
</tr>
<tr>
<td>22-25</td>
<td>21.1%</td>
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<td>28.3%</td>
<td>33.7%</td>
<td>33.5%</td>
</tr>
<tr>
<td>26-30</td>
<td>17.8%</td>
<td>12.0%</td>
<td>12.7%</td>
<td>13.5%</td>
<td>14.3%</td>
</tr>
<tr>
<td>31-40</td>
<td>14.5%</td>
<td>12.8%</td>
<td>12.7%</td>
<td>13.3%</td>
<td>14.9%</td>
</tr>
<tr>
<td>41-50</td>
<td>12.5%</td>
<td>6.8%</td>
<td>9.2%</td>
<td>5.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Over 50</td>
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<td>6.4%</td>
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<td>7.1%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

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

<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/Bicultural Pre-School</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Child Care - School-Age</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
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<td></td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development - Infant/Toddler</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Child Development - Pre-School</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Child Development Specializing Preschool</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development: Special Needs</td>
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<td></td>
<td></td>
<td>9</td>
<td></td>
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<tr>
<td>CSU General Education</td>
<td>69</td>
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<td>197</td>
<td>267</td>
<td>253</td>
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<tr>
<td>Culinary Arts</td>
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<td>8</td>
<td>10</td>
<td>20</td>
<td>12</td>
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<td>IGETC</td>
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<td>27</td>
<td>33</td>
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<tr>
<td>Interior Design</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Legal Assisting (Paralegal)</td>
<td>31</td>
<td>26</td>
<td>69</td>
<td>57</td>
<td>33</td>
</tr>
<tr>
<td>Microcomputer Applications Management</td>
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<td>1</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Microcomputer Programming</td>
<td>1</td>
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<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Multimedia: Animation and 3D Design</td>
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<tr>
<td>Multimedia: Animation Concentration</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia: Video/Sound Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Administration</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>Office Assistant</td>
<td>6</td>
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<td>3</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Retail Management (WAFC)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Specializing in Bilingual/Bicultural</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specializing in Bilingual/Bicultural Pre-School</td>
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<td>2</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Specializing in Infant &amp; Toddler</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Specializing in Preschool</td>
<td>13</td>
<td>6</td>
<td>15</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Specializing in School Age Child Care</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Specializing in Infant &amp; Toddler</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Assistant</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Assistant - Bilingual/Bicultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Assistant - Exceptional Children</td>
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<td></td>
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</tr>
<tr>
<td><strong>Total Certificates Awarded</strong></td>
<td><strong>154</strong></td>
<td><strong>241</strong></td>
<td><strong>354</strong></td>
<td><strong>435</strong></td>
<td><strong>399</strong></td>
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</table>
Table V-D. State and District Comparison of Certificates Awarded, 2009-10 to 2013-14

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

Note: Includes only certificates requiring 18 or more units. The data in the table above is from the CCCCO Data Mart and may differ from the campus-based data reported in 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

<table>
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<th>Year</th>
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<th>UC</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>226</td>
<td>27</td>
<td>253</td>
</tr>
<tr>
<td>2011-12</td>
<td>276</td>
<td>34</td>
<td>310</td>
</tr>
<tr>
<td>2012-13</td>
<td>180</td>
<td>33</td>
<td>213</td>
</tr>
<tr>
<td>2013-14</td>
<td>298</td>
<td>34</td>
<td>332</td>
</tr>
<tr>
<td>2014-15</td>
<td>368</td>
<td>39</td>
<td>407</td>
</tr>
</tbody>
</table>

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

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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>226</td>
<td>276</td>
<td>180</td>
<td>298</td>
<td>368</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>58.4%</td>
<td>64.9%</td>
<td>52.8%</td>
<td>57.4%</td>
<td>63.9%</td>
</tr>
<tr>
<td>Male</td>
<td>41.6%</td>
<td>35.1%</td>
<td>47.2%</td>
<td>42.6%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>65.9%</td>
<td>69.2%</td>
<td>70.0%</td>
<td>70.5%</td>
<td>71.7%</td>
</tr>
<tr>
<td>White</td>
<td>9.3%</td>
<td>8.7%</td>
<td>6.1%</td>
<td>7.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.3%</td>
<td>5.1%</td>
<td>3.3%</td>
<td>4.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Black</td>
<td>2.2%</td>
<td>3.3%</td>
<td>1.7%</td>
<td>4.0%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Multiethnic</td>
<td>1.3%</td>
<td>1.1%</td>
<td>1.7%</td>
<td>1.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0.0%</td>
<td>0.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.8%</td>
<td>4.7%</td>
<td>8.3%</td>
<td>3.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Non-US resident</td>
<td>7.1%</td>
<td>7.6%</td>
<td>8.9%</td>
<td>8.7%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>
Table VI-C. Transfers to UC by Ethnicity, 2010-11 to 2014-15

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>76.9%</td>
<td>67.6%</td>
<td>72.7%</td>
<td>73.5%</td>
<td>74.4%</td>
</tr>
<tr>
<td>White</td>
<td>3.8%</td>
<td>2.9%</td>
<td>6.1%</td>
<td>8.8%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15.4%</td>
<td>23.5%</td>
<td>15.2%</td>
<td>17.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Black</td>
<td>0.0%</td>
<td>5.9%</td>
<td>6.1%</td>
<td>0.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

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

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

Note: The data in the table above is from the CCCCDO Data Mart and may differ from the campus-based data reported in other tables due to differing data definitions and time periods.
ORGANIZATION OF THE SELF EVALUATION PROCESS

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

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

During the fall 2015 semester, the ASC co-chairs gave presentations that highlighted information from each of the standards. The final drafts of the Self Evaluation Report were distributed and reviewed by faculty, staff and administrators.

The Los Angeles Community College District Vice Chancellor of Institutional Effectiveness coordinated several meetings of all of the nine Colleges in the District to assist with the self-evaluation process. The District also assisted with providing responses to most of Standard IV. To keep the campus community informed about the status of the Self-Evaluation process, the Accreditation Steering Committee made monthly reports to the Council of Instruction, Educational Planning Committee, Academic Senate, and College Council. Information was also disseminated through the weekly College newsletter and a dedicated bulletin board on the main campus.

Los Angeles Mission College
Administrative Services
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS


1. Authority

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

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

Los Angeles Mission College (LAMC) is one of 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 Certified 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 polices 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.1-1).
- 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 for the 2016-17 academic year to be included in the 2016-17 catalog and other publications (I.A.1-2).

Analysis and Evaluation:

The 2015-2016 College mission statement is as follows:

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

- Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills;
- Encouraging students to become critical thinkers and lifelong learners; and
- Providing services and programs that improve the lives of the diverse communities we serve.

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

I.A.1-1 LAMC Approved Mission Statement
I.A.1-3 OIE – Student Population Data

I.A.2

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

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

In fall 2013, the College identified the need to refine its strategic goals to better assess its quality and effectiveness, to gauge improvements in student learning, and to evaluate achievement of the College’s mission. 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 (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.

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 strategies to bridge achievement gaps disproportionately impacted students. Additionally, enrollment and program completion data are utilized in the Strategic Enrollment Management Plan * (SEMP) to track student learning and achievement. Data included in the Student Equity Plan, as well as additional data provided by OIE, 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.

**LIST OF EVIDENCE**

I.A.2-1  Office of Institutional Effectiveness Website  
I.A.2-3  College Council Retreat Summary – 8/20/2013, page 3  
I.A.2-4  PROC Minutes and Program Review Screens

**I.A.3**  
The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

**Evidence of Meeting the Standard:**

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

**Analysis and Evaluation:**

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

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

The alignment of institutional decision-making, planning, and resource allocation with the
mission is routinely supported by the aggregation and analysis of data by OIE. Institutional goals focus on student learning and achievement and are developed through a systematic review of data on persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, 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.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.A.3-1 Mission Statement Update – Campus Town Hall
I.A.3-2 Board of Trustees Approval – 10/7/2014, page 10
I.A.3-3 OIE – Institution Set Standards
I.A.3-4 ILO and PLO Assessment Webpage
I.A.3-5 Shared Governance Organizational Structure
I.A.3-6 LAMC Institution Set Standards and Benchmarks
I.A.3-7 Budget and Planning Committee Resource Allocation Planning Process
I.A.3-8 Mission Statement Review Process

I.A.4
The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard:

- In 2013, the College developed and implemented an annual Process for Review of the Mission Statement that is inclusive of all campus constituencies (I.A.4-1).
- Changes to the mission statement are articulated in three Shared Governance committees (Educational Planning, Budget and Planning, and Student Support Services), reviewed by the Academic Senate and the faculty Guild, and subsequently proposed to College Council (I.A.4-2). 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 vetting of the mission and submission to the Board of Governors for adoption (I.A.4-3),(I.A.4-4).
- The fall 2015 Town Hall publicized the revisions made to the mission statement for the 2016-17 academic year (I.A.4-3).
- Upon adoption by the Board of 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:

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

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

I.B.1
The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

- The College engages in sustained, substantive, and collegial dialog about student outcomes and continuous improvement of student learning and achievement through numerous venues and events such as department and discipline meetings; Student Learning Outcome (SLO) and Program Learning Outcome (PLO) summits and assessment retreats; department chairs’ SLO/PLO Summary Reports; broad-based communications at LOAC* (Learning Outcomes Assessment Committee); disaggregated institutional learning outcomes reports; workshops and discussions on quantitative and qualitative measures of student success; program review* unit discussions, analysis of disaggregated data, validations, and campus reports; an annual review of institution-set standards*(ISS); annual reports on their units’ performance by each vice-president; an annual report to the LACCD Board of Trustees regarding the College’s performance on the student achievement outcome measures; the annual College Council review of Strategic Master Plan (SMP) performance measures; and Curriculum* Committee discussions on the inclusion of meaningful SLOs in the development or revision of course outlines (I.B.1-1 through I.B.1-17, see also Standard I.B.3).

- The College’s participation in the Basic Skills Initiative (BSI) and Achieving the Dream (AtD) – a national initiative focused on helping low-income and minority community college students to complete their education – provides two additional avenues supporting the College’s quest for equity in access and success for its diverse populations. All efforts aimed at identifying and addressing inequities in student access and success are organized in conjunction and compliance with the College’s Student Equity Plan (SEP). The current SEP was approved in fall 2014 and is updated annually. The College’s Office of Institutional Effectiveness (OIE) website also hosts disaggregated student achievement and ISS* data, and links to LAMC’s Student Success Scorecard. The latter contains disaggregated data on remedial instruction, job training programs, retention of students, and graduation and completion rates (I.B.1-18 through I.B.1-21).

- Academic quality is ensured through substantive and collegial dialog as part of the program review* process and integrated with budget development. Curriculum quality is monitored by the Curriculum Committee, the Academic Senate, discipline faculty, department chairs, academic deans, and the vice-president of Academic Affairs. Additionally, the faculty evaluation process ensures the delivery of high quality academic instruction and offers further opportunities for discussions on student learning and achievement (I.B.1-22 through I.B.1-24).

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

Analysis and Evaluation:

Dialog on SLOs and continuous improvement of student learning and achievement regularly occurs through numerous venues and events, including fall and spring Flex Days, department/discipline meetings, annual SLO Summits, conferences/outside events, Eagle’s Nest* activities, shared governance committee meetings, and LACCD District meetings and events. Results of 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 LOAC* and other committees around campus. The process of updating/initiating new curriculum also includes discussion of associated learning outcomes at all levels (I.B.1-1 through I.B.1-10, I.B.1-17, and I.B.1-30 through 32).

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

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

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

Finally, sustained collegial dialog about institutional effectiveness takes place through regular meetings of the College’s shared governance committees and the evaluation of their effectiveness. Aspects of institutional effectiveness are also assessed at the annual College Council retreats (I.B.1-25 through I.B.29). Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

I.B.1-1 Example Discipline Meeting Minutes
I.B.1-3 PLO Assessment Retreat Agenda
I.B.1-4 Department Chairs’ SLO/PLO Summary Reports
I.B.1-5 LOAC Agendas and Minutes
I.B.1-6 Report on Disaggregated ILO Data
I.B.1-7 Information Competency ILO Report
I.B.1-8 Eagle’s Nest Workshop on Student Success – 4/23/2015
I.B.1-9 Flex Day Presentation on How to Access Institutional Data
I.B.1-10 Comprehensive Program Review Reports and Responses
I.B.1-11 Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement
I.B.1-12 Academic Senate Subcommittee Minutes – 12/9/2014
I.B.1-13 VPs’ Annual Unit Reports
I.B.1-14 Annual College Institutional Effectiveness Reports to the Board of Trustees
I.B.1-16 College Council Fall 2015 Retreat 2013-2018 Strategic Master Plan Performance Measures Update
I.B.1-17 Curriculum Committee Agendas and Minutes on including SLOs in course outlines
I.B.1-18 Essential Skills Committee Website
I.B.1-19 Achieving the Dream Committee Website
I.B.1-20 Student Equity Plan Website
I.B.1-21 OIE Website
I.B.1-22 Curriculum Committee Charter
I.B.1-23 Academic Senate Charter
I.B.1-24 Faculty Evaluation Process
I.B.1-25 SGOC Charter
I.B.1-26 College Council Fall 2015 Retreat Minutes – 8/28/2015, page 2
I.B.1-27 SGOC website with Posted Reports
I.B.1-29 LAMC Strategic Priorities for 2015-2016 Identified at College Council Fall 2015 Retreat
I.B.1-30 Fall 2014 Student Learning Differences Follow-Up Survey, page 7
I.B.1-31 2014 Mission Learning Report
I.B.1-32 ILO Assessments and Reports
I.B.1-33 2015 Institution-Set Standards Data
I.B.1-34 Program Review Screenshots
I.B.1-35 2013-2018 LAMC Strategic Master Plan
I.B.2
The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard:

- The College has defined SLOs for all its courses and assessed 100% of its active courses (i.e. those offered within the last two years). All SLOs are reassessed at least once every three years, and all assessment results since 2011 are currently posted on the SLO online system (I.B.2-1 through I.B.2-3).
- All programs have defined PLOs and 100% of those have been assessed. Department chairs either generate “roll-up” assessments* for PLOs based on the related course SLO assessments or assess them via surveys, interviews, and/or portfolios of students’ cumulative work. The PLO assessment schedule is reviewed and updated every semester (I.B.2-1 and I.B.2-4).
- The College’s seven ILOs* have been assessed a number of times using student surveys and ILO roll-up assessments. The Fall 2014 LACCD Student Survey contained questions related to five of the college’s ILOs. Data were disaggregated by gender, ethnicity, age, income level, first generation status, and number of units completed. The results and recommendations from the assessments have been discussed in LOAC* (I.B.2-5 through I.B.2-7).
- Benchmarks for student success have been established for each SLO/PLO/ILO (I.B.2-8).
- Many SLO assessments lead to recommendations for improvement. In such cases, faculty are required to report the outcomes resulting from such revisions (I.B.2-9).
- College policy ensures that all faculty members engage in the outcomes assessment process and meet all required timelines. Faculty are also evaluated on their participation in the SLO assessment cycle (I.B.2-10 and I.B.2-11).
- Student Support Services units assess their Service Area Outcomes (SAOs) and SLOs at least every three years. SAOs were revised in 2013-2014, assessed in 2014-2015, and are currently undergoing revisions. Each Student Support Services unit has also expanded its area outcomes to include at least one SLO (I.B.2-12).
- Learning Support Services (library and Learning Resource Center) participate in the assessment process and regularly assess their SLOs and SAOs (I.B.2-13).

Analysis and Evaluation:

The College has defined and institutionalized assessment of its SLOs/PLOs/ILOs and SAOs, 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 and in program review. The Mission Learning Report* contains a summary of the College’s progress in assessing learning outcomes at all levels (I.B.2-1 through I.B.2-7 and I.B.2-10 through I.B.2-17).

Los Angeles Mission College meets the standard.
### LIST OF EVIDENCE

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<td>I.B.2-2</td>
<td>SLO Assessment Plan</td>
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<td>I.B.2-3</td>
<td>SLO Assessment Schedule</td>
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<td>I.B.2-4</td>
<td>PLO Master Assessment Schedule</td>
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<td>I.B.2-5</td>
<td>ILO Assessments and Reports</td>
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<td>I.B.2-6</td>
<td>Report on Disaggregated ILO Data</td>
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<td>I.B.2-7</td>
<td>ILO Master Assessment Schedule</td>
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<td>Screenshot of SLO System screen for setting benchmarks for SLOs/PLOs/ILOs</td>
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<td>Screenshot of SLO System “follow-up” screen where faculty report outcomes of revisions</td>
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<td>SLO/PLO Assessment Policy</td>
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<td>Screenshot of SLO and Assessment Update screen in Program Review</td>
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<td>I.B.2-17</td>
<td>2014 Mission Learning Report</td>
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### 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:**

- The College has established institution-set standards* (ISSs) for successful course completion, course retention, fall-to-fall persistence, degree completion, certificate completion, and transfer. These are used to gauge the College’s performance and results are shared with the campus community (I.B.3-1 through I.B.3-22).
- The Academic Senate, using disaggregated College and comparative State- and District-level data, annually measures the College’s performance against the ISSs, issues recommendations regarding the standards themselves, and suggests actions for continuous improvement in student achievement. These recommendations are reviewed by the Council of Instruction and Educational Planning Committee, and College Council members take them into account when setting the College’s annual priorities (I.B.3-11 through I.B.3-19 and I.B.3-23 through I.B.3-26).
- Academic departments review and assess their achievement data during program review*, and compare them to the ISSs* and program-level standards. In addition, disciplines evaluate their levels of performance in relation to the ISSs, develop strategies and/or interventions for improvement in the achievement outcomes, and assess the effectiveness of any implemented strategies and interventions (I.B.3-27 through I.B.3-29).
• Job placement data for Career Technical Education (CTE) programs, obtained through the Perkins IV CTE Core Indicators Report and disaggregated with respect to gender and special student populations, are reviewed at least once a year at CTE meetings (I.B.3-30 and I.B.3-31).
  o 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.3-31).

Analysis and Evaluation:

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

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

The College uses a variety of tools to regularly and broadly communicate the results of these analyses and discussions; these include written reports (e.g., the annual Mission Learning Report*), web-based communications, meetings, and other campus events such as College Council retreats and town hall meetings (I.B.3-16 through I.B.3-18, I.B.3-20 through I.B.3-23, and I.B.3-25).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

I.B.4
The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard:

- Assessment data forms the foundation for program review*, learning outcomes assessment cycles, the ISSs*, and the implementation of Student Equity plans (I.B.4-1 through I.B.4.4).
- Institutional processes are planned, evaluated, streamlined, and improved during regular cycles by the Program Review Oversight Committee* (PROC), the Strategic Enrollment Management Committee, LOAC*, and the Student Equity Committee (I.B.4-5 through I.B.4-8).
• Resource requests originate in program review* (I.B.4-9) and must be linked to SMP* goals. Each SMP goal is tied to student learning and/or achievement (I.B.4-10).
• Student and faculty/staff annual surveys (which include questions related to student success and achievement) provide data for institutional planning processes, and improve student services and auxiliary processes (I.B.4-11).

Analysis and Evaluation:

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

The College uses the guidelines of the Strategic Enrollment Management Plan* (SEMP) in making decisions regarding course and program offerings to best serve the student population while achieving a robust FTES. Retention, persistence, degrees obtained, and transfer rates were all used in formulating the SEMP. The SEMP is aligned with both the Educational Master Plan* (EMP) as well as the SMP* (I.B.4-12).

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. All funding requests are tied to success and achievement data as contextualized in program review* (I.B.4-1).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.4-1 Comprehensive Program Review Reports and Responses
I.B.4-2 SLO, PLO and ILO Assessment Reports
I.B.4-3 Institution-set standards data
I.B.4-4 Student Equity Plan
I.B.4-5 Program Review Oversight Committee Agendas and Minutes
I.B.4-6 Strategic Enrollment Management Committee Agendas and Minutes
I.B.4-7 LOAC Agendas and Minutes
I.B.4-8 Student Equity Committee Agendas and Minutes
I.B.4-9 Screenshot of Program Review screen for resource requests
I.B.4-10 2013-2018 Strategic Master Plan
I.B.4-11 Student and Faculty/Staff Surveys (see: LACCD District-wide Student Survey, LAMC Supplemental Student Services Survey, LAMC Faculty/Staff Survey, LAMC Student Survey)
I.B.4-12 Strategic Enrollment Management Plan
I.B.5
The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

- The program review* process provides a comprehensive mechanism to gauge student achievement, assess unit goals and objectives, and link resource requests to the SMP* and the College mission (I.B.5.1), (I.B.5.2),(I.B.5-3).
- The College mission is further supported by the annual assessment of performance on the six college-wide SMP* goals and the District Strategic Plan (DSP) performance objectives. The DSP provides a vehicle to evaluate overall College performance on an annual basis (I.B.5-2 through I.B.5-5).
- 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.5-3),(I.B.5-6), (I.B.5-7).
- Quantitative data is collected via annual student surveys for students in all program types and modes of delivery and disaggregated by student demographic characteristics (I.B.5-10).

Analysis and Evaluation:

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

Course success and retention rates 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 (I.B.5-9). These data are reviewed by the Distance Education* (DE) Committee and by individual disciplines.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.5-1 Comprehensive Program Review Reports and Responses
I.B.5-2 2013-2018 Strategic Master Plan
I.B.5-3 LAMC Mission Statement
I.B.5-4 Annual College Institutional Effectiveness Reports
I.B.5-5 College Council Retreat Agendas and Minutes
I.B.5-6 Institutional Learning Outcomes
I.B.5-7 Screenshot Showing how SLOs and PLOs are Linked to ILOs
I.B.5-8 Annual Student Surveys (see: LACCD District-wide Student Survey – On-Campus and Distance Education Survey Results; LAMC Supplemental Student Services Survey)
I.B.5-9 DE Program Three-Year Plan, page 7

I.B.6
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

- In fall 2014, the College revised its Student Equity Plan to align itself with state mandates, and 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 (I.B.6-2). CTE programs, in particular, adhere to all data gathering requirements in accordance with the Federal Perkins program (I.B.6-3).
- The STEM program regularly analyzes disaggregated achievement data to track its progress among disproportionately impacted groups (I.B.6-4),(I.B.6-5).
- Disaggregated survey data has been evaluated by LOAC* for five of the College’s seven ILOs. Each ILO is also assessed individually by collecting authentic assessment data which is disaggregated and analyzed (I.B.6-6),(I.B.6-7),(I.B.6-8).

Analysis and Evaluation:

The College uses disaggregated data to reduce performance gaps in a variety of ways. For example, the STEM program has developed and implemented strategies to mitigate performance gaps for Hispanic students in STEM subject areas. The analysis of disaggregated data also helps to identify the needs of special populations in CTE programs, and to ensure access and success for disproportionately impacted students.

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

Los Angeles Mission College meets the standard.

LIST OF EVIDENCE

I.B.6-1 2014 Student Equity Plan
I.B.6-2 Program Review Screenshot of Disaggregated Data
I.B.6-3 CTE Perkins IV Report – See I.B.3-31
I.B.6-4 LAMC STEM Narrative, page 2ff
I.B.6-5 STEM 2014 Annual Performance Report, pages 3-4 and 9-10
The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard:

- All areas of the College, including academic programs, student and learning support services, and administrative units, undergo program review* to review and analyze their effectiveness (I.B.7-1).
- The Program Review Oversight Committee* (PROC) establishes, evaluates, continuously improves, and revises the program review policies and practices across the three College divisions (I.B.7-2).
- Outcome assessments, consisting of SLOs, PLOs, and ILOs for academic programs, and SAOs (service area outcomes) for student services and administrative services programs, provide an additional mechanism for all units to assess their effectiveness (I.B.7-3).
- Policies and practices pertaining to instructional programs are established and evaluated under the purview of the Senate, shared governance and other committees, and the Office of Academic Affairs. EPC* (the Educational Planning Committee), LOAC* (the Learning Outcomes Assessment Committee), DE* (the Distance Education Committee), and SEM* (the Strategic Enrollment Management Committee) are tasked respectively with the planning and evaluation of academic programs; overseeing and improving assessment practices; evaluating and implementing processes for distance education courses; and establishing and reviewing enrollment trends to meet student needs (I.B.7-4 through I.B.7-9).
- Policies and practices pertaining to student services programs, established by the SSSC (Student Support Services Committee) are routinely evaluated through SAO assessments (I.B.7-10).
- Policies and practices pertaining to administrative services programs and resource management are also evaluated through SAO assessments (I.B.7-10). The Budget and Planning Committee, the Technology Committee, and the Facilities Planning Committee are tasked respectively with budget and strategic planning and developing criteria within the budget process; overseeing, evaluating, and proposing technology policies; evaluating and advising College Council regarding facilities planning (I.B.7-11),(I.B.7-12),(I.B.7-13).
- The Shared Governance Oversight Committee (SGOC) annually evaluates the functions of each of the shared governance committees and establishes shared governance policies and practices (I.B.7-14). PROC* evaluates and establishes program review policies and practices across the three College divisions (I.B.7-2).
• An ad hoc Program Viability committee may be formed by the Senate to assist in evaluating the adoption of a new program, discipline or department, or to conduct a study on substantial modifications to or discontinuance of an existing program (I.B.7-15).

Analysis and Evaluation:

Through various mechanisms and committees the College regularly evaluates its policies and practices across all units to assure academic quality and alignment with its mission. Regular self-evaluation processes include program review*, faculty/staff and student surveys, focus groups, vice-presidents’ reports to PROC*, and governance committee self-evaluations. In addition, on the academic side, College Council and the Academic Senate are both active in evaluating policies and practices, and are assisted by the Office of Academic Affairs, the EPC, and other committees. In non-academic areas, College Council is assisted by Student Services and Administrative Services, and committees in those areas.

Below are some recent examples of the regular evaluation of policies and practices that have resulted in institutional changes:

• 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, established in 2014, that incorporated six new questions for each resource request submitted to BPC. Furthermore, based on its analysis of the resource allocation model, College Council established 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 (I.B.7-16), (I.B.7-17),(I.B.7-18).

• A fall 2013 change in timelines for program review* and resource allocation allows each program/unit to better reflect on its performance and make more informed projections on its future needs (I.B.7-19).

• The restructuring of the professional studies department and the transfer of some of its disciplines to other departments in fall 2015 stemmed from the department’s spring 2014 comprehensive program review and the Senate’s Viability Study*. The effects of these changes will be evaluated by EPC* during the next cycle of comprehensive program review* (I.B.7-20),( I.B.7-21).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.7-1 Screenshots of Drop-down Menus in Program Review Showing all Units
I.B.7-2 PROC Charter, Agendas, and Minutes
I.B.7-3 Outcomes Assessments and Reports Webpage
I.B.7-4 Senate Charter and Minutes on Policies on Instructional Programs
I.B.7-5 EPC Charter and Minutes on Planning and Evaluation of Academic Programs
I.B.7-6    LOAC Charter and Minutes on Overseeing Assessment Practices
I.B.7-7    DE Charter and Minutes on Evaluating DE Courses
I.B.7-8    SEM Charter, Agendas, and Minutes
I.B.7-9    Strategic Enrollment Management Plan
I.B.7-10   Student Service Area Outcomes (SSAO) Assessment Webpage
I.B.7-11   BPC Charter, Agendas, and Minutes
I.B.7-12   Technology Committee Charter, Agendas, and Minutes
I.B.7-13   Facilities Planning Committee Charter, Agendas, and Minutes
I.B.7-14   SGOC Charter, Agendas, and Minutes
I.B.7-15   Senate Charter Section on Program Viability
I.B.7-16   BPC Minutes Establishing Rubric Task Force
I.B.7-17   Rubric with 6 new Questions for Resource Requests
I.B.7-18   College Council Minutes on Feedback between Additional Resources and Success
I.B.7-19   PROC Minutes on Changing Fall 2013 Program Review Timeline
I.B.7-20   Professional Studies Spring 2015 Comprehensive Program Review
I.B.7-21   Senate Department Reorganization Study Report

I.B.8
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard:

- The College leadership regularly disseminates information at the following venues:
  - Annual College Effectiveness Report to the LACCD Board of Trustees regarding the College’s performance on the student outcome measures in the District Strategic Plan (DSP) (I.B.8-1).
  - The annual Mission Learning Report* (I.B.8-2).
  - Annual College Council Retreats serve to evaluate progress on SMP* goals, identify strengths and weaknesses, and prioritize areas of focus for the next academic year (I.B.8-3).
  - Evaluation and assessment information updates on Flex Day, Spring into Spring, SLO Summits, and town hall meetings (I.B.8-4 through I.B.8-7).
  - Annual performance report on the ISS*s at the Council of Instruction, EPC*, Academic Senate, and College Council (I.B.8-8 through I.B.11).
  - 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 PROC* which synthesizes the information into an institution-level report. This report is used by College Council in setting annual College priorities (I.B.8-12),(I.B.8-13).

- 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.8-14 through I.B.8-18).
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.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.B.8-1 College Institutional Effectiveness Reports
I.B.8-2 2014 Mission Learning Report
I.B.8-3 College Council Retreat Agendas and Minutes
I.B.8-4 Flex Day Agendas
I.B.8-5 Spring into Spring Agendas
I.B.8-6 SLO Summits
I.B.8-7 Town Hall Meeting Videos
I.B.8-8 Council of Instruction Minutes discussing ISS
I.B.8-9 EPC Minutes discussing ISS
I.B.8-10 Senate Minutes discussing ISS
I.B.8-11 College Council Minutes discussing ISS
I.B.8-12 SWOT Reports for PROC
I.B.8-13 College Council Minutes discussing SWOT Reports
I.B.8-14 OIE Website
I.B.8-15 LOAC Website
I.B.8-16 EPC Comprehensive Program Review Reports
I.B.8-17 SSSC Comprehensive Program Review Reports
I.B.8-18 Accreditation Website

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard:

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

- OIE* serves as the center for research and evaluation and is actively involved in the implementation and continuous improvement of research, evaluation, and the assessment of College processes and effectiveness at all levels (I.B.9-1).
- The College uses program review* -- which is linked to assessment outcomes -- to
engage in the campus-wide evaluation and development of planning agendas and strategic goals. Program review* serves as the primary instrument for program-level evaluation, short- and long-term planning, resource allocation, and the evaluation, maintenance, and construction of physical facilities (I.B.9-2).

- Based on their individual internal evaluations, the nine colleges and the District meet to discuss priorities for all nine colleges and the distribution of State funding for scheduled maintenance (I.B.9-3).
- College Council Retreats provide a venue to evaluate the College’s overall performance by reviewing the various master plans and data on the SMP* performance measures. College Council subsequently recommends steps to improve institutional effectiveness (I.B.9-4).
- At the District level, the College provides summary evaluations of the College’s overall performance via the Mission Learning Report* and the Institutional Effectiveness Report (I.B.9-5),(I.B.9-6).
- The College integrates human resources planning into its institutional planning through the following established processes: (a) program review*, (b) Faculty Hiring Prioritization (FHP)*, (c) adjunct hiring, (d) administrator hiring, and (e) classified hiring (I.B.9-7),(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 begin at the discipline and department levels by way of program review*. 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.

Resource allocation, technology, and additional or replacement personnel requests originate in program review documents and necessitate linkage to the College’s appropriate plans for consideration (I.B.9-12). Faculty hires in particular are reviewed and ranked by the Faculty Hiring Prioritization Committee (I.B.9-8).

A second layer of broad-based evaluation and planning occurs in shared governance and other committees. The committee structure at the College provides a direct avenue for all constituents to voice opinions and provide suggestions on various planning processes (I.B.9-13).

Planning processes at the College are sound but their implementation could be improved upon. Specifically, the alignment of the multitude of planning documents with the College’s SMP* has proved to be a challenge. The consolidation of some plans into one document would simplify the overall planning process, allow for improved integration across the three divisions of the College, and facilitate the evaluation of the efficacy of prior resource allocations as they relate to student achievement and success. Furthermore, the complexity of the College’s current planning
processes and timelines have made alignment to accreditation standards challenging. (This topic will be further explored in the Quality Focus Essay.)

**Actionable Improvement Plan**

The College will merge many of its planning documents to improve their alignment with the SMP*. In addition, the Budget and Planning Committee will follow up on all resource allocations by requiring all fund recipients to conduct and submit an evaluation on the efficacy of the expenditures in meeting the objectives of the program. This evaluative process will help close the loop on integrated planning.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

I.B.9-1 OIE Website  
I.B.9-2 Example Program Reviews  
I.B.9-3 DPAC Agendas and Minutes  
I.B.9-4 College Council Retreat Agendas and Minutes  
I.B.9-5 2014 Mission Learning Report  
I.B.9-6 College Institutional Effectiveness Reports  
I.B.9-7 Program Review screen on Human Resources Planning  
I.B.9-8 FHP Policy  
I.B.9-9 Adjunct Hiring Policy  
I.B.9-10 Administrator Hiring Policy  
I.B.9-11 Classified Employee Hiring Policy  
I.B.9-12 Follow-up Report 12.2 and 12.5  
I.B.9-13 Shared Governance Committees Agendas and Minutes
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:

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

I.C.2
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

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

I.C.3
The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.3-1  OIR Website
I.C.3-2  SLO Website
I.C.3-3  Student Disaggregated Data
I.C.3-4  Academic Senate Minutes – 9/3/2015
I.C.3-5  Council of Instruction Minutes – 2/11/2015
I.C.3-6  LAMC Website
I.C.3-7  LOAC Minutes – 5/26/2015
I.C.4
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.4-1 LAMC Catalog
I.C.4-2 Screen Shots of Discipline Websites
I.C.4-3 Required syllabus as stated in the basic faculty evaluation
I.C.4-4 SLO Assessment Matrix
I.C.4-5 Council of Instruction Minutes – 3/4/2015

I.C.5
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard:

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

I.C.6

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

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

I.C.6-1 LAMC Catalog, page 20
I.C.6-2 Eagles’ Landing Bookstore Website
I.C.6-3 Financial Aid Website
I.C.7
In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, faculty and students. (ER 13)

Evidence of Meeting the Standard

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

I.C.8
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard:

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

The Academic Senate Faculty Ethics Statement is published in the College Catalog and on the Academic Senate website (I.C.8-5).

The College Code of Conduct is included as part of each shared governance committee charter (I.C.8-6).

As part of the shell review process in approving an online class, both DE* and the Curriculum* committees require, through a standard annotated rubric, that faculty provide a plagiarism statement in their online courses (I.C.8-7).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

I.C.9

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

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

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

I.C.10
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

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

This standard is inapplicable to Los Angeles Mission College.

I.C.11
Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

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

I.C.12
The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Los Angeles Mission College Meets this standard.
LIST OF EVIDENCE

I.C.12-1 Library Screen shot Archived Accreditation materials
I.C.12-2 Accreditation Website

I.C.13
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

I.C.13-1 EOP&S Annual Report
I.C.13-2 DSP&S Annual Report
I.C.13-3a Federal Reports for Financial Aid
I.C.13-3b State Reports for Financial Aid
I.C.13-4 Accreditation Website
I.C.13-5 LAMC Website
I.C.14
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

<table>
<thead>
<tr>
<th>I.C.14-1</th>
<th>LAMC Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.C.14-2</td>
<td>Strategic Master Plan</td>
</tr>
</tbody>
</table>
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 (II.A.1-1), 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 (II.A.1-2a-e).
  - The preparation for successful careers in the workplace is established through the College’s rich programs in Career Technical Education (CTE) fields. Various AA degrees, Certificates of Achievement*, and Certificates of Accomplishment* (IIA.1-1),(IIA.1-2),(IIA.1-3), are reviewed routinely with input from advisory boards, ensure the concurrence of the College’s offerings with industry standards and job market demands (IIA.1-4a-d). The College also utilizes various metrics, such as the CTE Outcome Survey, the Perkins Rate, and the Gainful Employment Page to remain up to date and relevant in the workforce development of the communities it serves (IIA.1-5),(IIA.1-6),(IIA.1-7).
  - 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 (IIA.1-8),(IIA.1-9),(IIA.1-10). To solidify basic skills preparation and facilitate a smooth transition to college-level coursework for incoming students, the Summer Bridge Program, as part of the First Year Experience (FYE), offers preparation for placement tests in English and mathematics. The College monitors its effectiveness by way of the Chancellor’s office basic skills tracking tool (IIA.1-11),(IIA.1-12).
  - The development of critical thinking and lifelong learning is monitored through a rigorous curriculum process and the development, appraisal, and review of Student Learning Outcomes* (SLOs) in a variety of courses across multiple disciplines that include a problem solving component (IIA.1-13), (IIA.1-14). In addition to the faculty-driven processes in curriculum and SLO assessments, students are invited to determine their own evolution where they are asked to assess their progress in learning effectively on their own (IIA.1-15).
The improvement of the diverse communities served by the College is demonstrated through the institution’s ongoing commitment to community courses in physical education and culinary arts, as well as Citizenship and GED preparation. Noncredit English courses have been invaluable in strengthening the community’s employment prospects and in integrating the immigrant population into the fabric of society. The Child development center, while serving as a practicum laboratory for child development students, offers affordable, accessible, and high quality childcare to the community (II.A.1-16 through II.A.1-19).

- The College ensures that its instructional programs remain appropriate to higher education by means of its course outlines, exit standards, and Institutional Learning Outcomes* (ILOs):
  - Course Outlines of Record* (CORs) are reviewed and approved by the State Chancellor’s Office and are comparable in breadth, depth, and distribution of units with the content and expectations of equivalent courses in colleges and universities (II.A.1-20).
  - 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 (II.A.1-2 through II.A.1-25).
  - ILOs* address and measure the attributes and skill sets expected in higher education. ILOs* are embedded in the College’s various programs and ensure the preparation of students for transfer or the work force (II.A.1-26),(II.A.1-27), (II.A.1-28). The quality of online instruction is monitored by the Distance Education* (DE) Committee (II.A.1-29).

- All instructional programs culminate in student attainment of identified SLOs*:
  - Regular and rigorous assessment cycles lead to continuous improvement in student learning at the course, program, and institutional levels (II.A.1-30).
  - Semi-annual department 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 (II.A.1-31).

- 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 according to Institution-Set Standards* (ISSs) for student achievement (II.A.1-32).
  - The College utilizes various metrics such as successful course completion and retention, fall-to-fall persistence, degree and certificate attainment, and transfer to the CSU and UC systems to measure its instructional programs’ effectiveness in granting degrees and certificates, or facilitating transfer (II.A.1-33).
  - The College has entered into a Transfer Alliance/Honors Program* (TAP) with UCLA and maintains Transfer Admissions Guarantee* (TAG) agreements with six UC’s for fall 2016 (II.A.1-34),(II.A.1-35).
**Analysis and Evaluation:**

The preparation for transfer is supported by the eleven (11) Transfer Model Curriculum* (TMC) degrees, Plans A and B for associate degrees, and general education transfer agreements with the UC and CSU systems (II.A.1-2b). To further facilitate the transition to junior-level coursework in transfer institutions, the College offers an honors program as well as rigorous discipline-specific course sequences commensurate in depth and breadth with freshman and sophomore offerings in colleges and universities.

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

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

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

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

The fourth component of the College’s mission, the development of critical thinking (problem solving) and lifelong learning, is supported by a vast number of courses. The commitment to lifelong learning is inherent in the open door policy for students of all ages and backgrounds, and community courses. In addition to promoting learning in a formal setting for all stages of life, the College strives to develop lifelong, independent learners. To that end, it regularly surveys students and invites them to assess their ability to learn effectively on their own (II.A.1-15).

The fifth and final component of the College mission relates to the improvement of the diverse communities it serves. The College achieves this goal through a variety of means, namely community classes in physical education and culinary arts, a state-of-the-art fitness center (open for a nominal fee to all), citizenship and GED preparation courses, and a child development center. The media arts center, currently under construction, will house a theater intended to bring cultural events and performances to the public.
The institution ensures that its programs and services are of high quality and appropriate to an institution of higher education. College programs are designed to culminate in the attainment of SLOs*, PLOs*, ILOs*, degrees, certificates, employment, and/or transfer to higher education programs.

Results of a fall 2014 survey show that the vast majority of faculty, both full-time and adjunct, use a variety of styles in their teaching (II.A.1-36). Technology is supported by smart classrooms and the utilization of Etudes, the current learning management system. In addition, the College’s expanding DE* offerings undergo a rigorous approval process and are commensurate in content and rigor with face-to-face sections (II.A.1-29).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.1-1 LAMC Mission Statement  
II.A.1-2a Assist.org Website  
II.A.1-2b LAMC Catalog, page 82  
II.A.1-2c IGETC Form  
II.A.1-2d CSU/GE Form  
II.A.1-2e Honors Program Website  
II.A.1-3 CTE Website  
II.A.1-4a AJ Advisory Board Minutes  
II.A.1-4b Computer Science Advisory Board Minutes  
II.A.1-4c Business Advisory Board Minutes  
II.A.1-4d Paralegal Advisory Board Minutes  
II.A.1-5 CTE 2014 Outcomes Survey  
II.A.1-6 OIE Student Achievement/Perkins Website  
II.A.1-7 CTE Careers Website  
II.A.1-8 Math Flow Chart Website  
II.A.1-9 English Flow Chart College Catalog, page 120  
II.A.1-10 ESL Flow Chart College Catalog, page 122  
II.A.1-11 Summer Bridge Program  
II.A.1-12 LAMC 2014 Student Success Scorecard  
II.A.1-13 Curriculum Committee Approval Process Website  
II.A.1-14 Screenshot Sample of COR  
II.A.1-15 LACCD 2014 Student Survey Q25H  
II.A.1-16 Athletic Center Website  
II.A.1-17 Culinary Arts Website  
II.A.1-18 Non-Credit Website  
II.A.1-19 Child Development Website  
II.A.1-20 California State Chancellors Office Website  
II.A.1-21 Biology Prerequisite Addendum Form  
II.A.1-22 Chemistry Prerequisite Addendum Form  
II.A.1-23 English Prerequisite Addendum Form  
II.A.1-24 Mathematics Prerequisite Addendum Form
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidences of Meeting the Standard:

- Contents and methods of instruction meet generally accepted academic and professional standards and expectations:
  - All CORs* are updated at least every six years as required by the State Chancellor’s Office. CTE courses, in particular, are reviewed every two years and updated as necessary to remain relevant to job market demands (II.A.2-1).
  - All instructor syllabi include the mandated standards set forth by the LACCD Board of Trustees and are posted online (II.A.2-2).
  - The faculty evaluation process, as outlined by the Guild Collective Bargaining Agreement, requires faculty participation in the assessment of SLOs* (II.A.2-3 See also Standard III.A, section 5).
  - Viability studies* provide a tool for the College to review and sunset its programs (II.A.2-4).
- Mechanisms that relate to the quality and improvement of instructional programs and services include: the oversight of the Educational Planning Committee* (EPC), the program review* validation mechanism, the curriculum* approval process, participation in statewide initiatives such as SB1440, the establishment of advisory committees for CTE courses/programs, online SLO* database, Program Learning Outcomes* (PLOs), ILOs*, Service Area Outcomes* (SAOs), the DE* committee, labor market scans, assessments of student achievement, support resources for honor and transfer students, and surveys of student learning differences (II.A.2-5 through II.A.2-15).
- The improvement of teaching and learning strategies is supported by a range of professional development activities, many of which are provided and/or funded by the Eagle’s Nest, the Professional and Staff Development Committee, the Professional
Growth Committee, LAMC Faculty Academy, LACCD’s Faculty Teaching and Learning Academy (FTLA), and academic departments (II.A.2-16 through II.A.2-21).

- Flex Days and the District Academic Senate Summit are important events for exchanging information about pedagogical skills, academic standards, and program discussions. In addition to opportunities provided by the College, several faculty members participate in the annual District Faculty Teaching Learning Academy (FTLA) (II.A.2-22 through II.A.2-25).
- Faculty are routinely invited to participate in pedagogy workshops organized by the Eagle’s Nest and Etudes trainings (II.A.2-26).

Analysis and Evaluation:

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

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

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

The College’s Faculty Academy offers seminars on pedagogical issues and the overall academic landscape. The Eagle’s Nest, the College’s center for faculty professional development, offers a variety of online and print resources for all instructors. Training in online pedagogy and use of Etudes are also available to all faculty.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.2-1  Academic Senate Curriculum Report  
II.A.2-2  LACCD Board Rule  
II.A.2-3  Faculty Evaluation Form  
II.A.2-4  Program Viability Process  
II.A.2-5  EPC Website  
II.A.2-6  Program Review Website  
II.A.2-7  Curriculum Website  
II.A.2-8  College Catalog, page 82  
II.A.2-9  Refer to II.A.1-4a-d  
II.A.2-10  SLO Website
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 II.A1c

Evidence of Meeting the Standard:

- The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using the following established institutional procedures:
  - The SLO* online management system houses all course and program assessments and provides a tracking tool for faculty and staff (II.A.3-1).
  - The Learning Outcomes Assessment Committee* (LOAC) maintains the master assessments schedule on its website (II.A.3-2).
  - Department chairs’ semi-annual reports provide opportunities for discipline faculty to reexamine their courses and learning outcomes and engage in data analysis (II.A.3-3).
- The institution maintains state-approved CORs* in its Electronic Curriculum Development (ECD) database. Learning outcomes are integrated in the curriculum* approval process for all courses, certificates, and degrees (II.A.3-4),(II.A.3-5).
- Every student in every course section receives a course syllabus that includes the same SLOs* that are reflected in the COR* (IIA.3-6),(II.A.3-7).

Analysis and Evaluation:

The College has established a comprehensive procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates and degrees. All SLOs*, PLOs*, certificates, and ILOs* are assessed on a rotating three-year cycle. Furthermore, the curriculum*
review process ensures the systematic inclusion of SLOs* on all active CORs* (IIA.3-4). The College is currently at 100 percent compliance in the assessment of all its PLOs* and course SLOs*.

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.3-1 SLO Website
II.A.3-2 LOAC Website
II.A.3-3 SLO Assessment Reports Website
II.A.3-4 Curriculum Course Approval Website
II.A.3-5 SLO Addendum
II.A.3-6 Sample Syllabus
II.A.3-7 Sample Syllabus

II.A.4
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

II.A.5
The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the bachelor level.

Evidence of meeting the Standard:

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

**Analysis and Evaluation:**

Internal evidence of instructional quality is based upon retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of achievement, and certificates of accomplishment. External evidence of instructional quality is predicated on articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

The breadth and depth of college programs are supported by the College's 43 associate degrees, 11 transfer degrees, 19 certificates of achievement, 20 certificates of accomplishment, and courses in over 50 different disciplines (Tables 1).

<p>| TABLE 1 |</p>
<table>
<thead>
<tr>
<th>NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2014-2015 CATALOG)</th>
</tr>
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<tbody>
<tr>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Associate of Science</td>
</tr>
<tr>
<td>Transfer Model Curriculum Degree</td>
</tr>
<tr>
<td>Certificates of Achievement (over 18 units)</td>
</tr>
<tr>
<td>Certificates of Accomplishment (fewer than 18 units)</td>
</tr>
</tbody>
</table>

The College maintains articulation* agreements with 9 University of California (UC) campuses and 18 California State University (CSU) campuses and course-to-course agreements with 18 CSU campuses and 6 UC campuses (II.A.5-3). Additionally, the College upholds articulation
agreements with many private and out-of-state institutions. Unit requirements for AA degrees, set at a minimum level of 60, are consistent with the State Chancellor’s Office’s criteria.

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

**II.A.6**

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.13 (ER 9)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

The median completion time for students to attain a 60-unit associate’s degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, is commensurate with other colleges within the District. Although course offerings are scheduled so as to allow completion within a two-year span, most students take four years to reach these goals.
In fall 2011, the SEM* committee developed guiding principles on course scheduling, establishing the highest priority for courses that are critical to the mandated mission of the College. Transfer (including general education (GE) and degree applicable) courses, CTE courses leading to program completions, and basic skill classes are tagged as high priority.

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.6-1 See II.A.5-8
II.A.6-2 Program Review Process

II.A.7
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

- The College’s Student Equity Plan* (SEP), reviewed by the State Chancellor’s Office, identifies achievement gaps across various student groups and proposes methodologies to target disproportionately impacted (DI) populations (II.A.7-1).
- Various delivery modes, including face-to-face, hybrid, and online methodologies are embedded in the College’s offerings. In particular, courses with a DE* component follow established guidelines and are monitored by the DE* committee. Furthermore, success rates of online and on-campus classes are routinely compared to ensure consistency and equity across various formats (II.A.7-2),(II.A.7-3).
Faculty utilize smart classrooms to integrate technology in their lessons, participate in field trips, avail themselves to embedded tutors, arrange group work 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 (II.A.7-4).

Learning support services reflect the diverse and changing needs of the College’s students:

1. The Disabled Students Program and Services (DSP&S) Office offers a variety of services and adaptive technologies geared toward learning and physical disabilities (II.A.7-5).
2. Students have access to in-person and online workshops, technologies, as well as online tutoring services in the LC* (II.A.7-6).
3. The Child Development Resource Center (CDRC) offers specialized tutoring and online research material to child development students (II.A.7-7).
4. The Chicano Studies Resource Center provides a venue for cultural events and interactions between students and discipline faculty (II.A.7-8).
5. In its quest for equity and closing the achievement gap for DI groups, the College participates in Achieving the Dream (AtD), a nationwide initiative geared towards closing equity gaps (II.A.7-9).

Analysis and Evaluation:

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

Coordinated services between DSP&S and academic disciplines provide students with special needs access to assistive technology, specialized tutoring, and learning skills classes. The child development department offers several bilingual (English/Spanish) sections and discipline-specific support at CDRC (II.A.7-7). The resource center inaugurated by the Chicano studies department provides a venue for cultural activities. General tutoring, in-person and online workshops, and dedicated technology tutorials are a sampling of services offered at LC* (II.A.7-6). Last but not least, the College’s association with Achieving the Dream since 2011 has given rise to initiatives geared toward retention and success rates in elementary algebra and a pilot program on concurrent enrollment in two English courses.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.A.7-1    Student Equity Plan
II.A.7-2    DE Website
II.A.7-3    Student Score Card Outcomes/Retention/Success
II.A.7-4    Spring 2016 LAMC Schedule of Classes, page 7
II.A.8
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Direct assessment of prior learning for courses taken at another institution is monitored by the counseling department and involves the comparison of course outlines in cases where articulation agreements do not exist. Credit by examination, administered by a discipline or department, is used on rare occasions to accommodate students who may have completed coursework in a foreign country. The College has adopted procedures for administering credit by examination and posted information on best practices on a curriculum resource webpage (II.A.8-12).

LIST OF EVIDENCE

II.A.8-1 Math 115 Screenshot
II.A.8-2 Math 123A Screenshot
II.A.8-3 Math 123B Screenshot
II.A.8-4 Math 123C Screenshot
II.A.8-5 Math 115 Instructions for Faculty
II.A.8-6 Math 115 Instructions for Students
II.A.8-7 Math 115 Online Final Instructions
II.A.8-8 Biology 3 Lab Final Exam – Spring 2015 V1
II.A.8-9 Biology 3 Lab Final Exam – Spring 2015 Group A
II.A.8-10 LAMC Catalog, page 48
II.A.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 satisfactory student outcomes on course SLOs* (II.A.9-1).
  - Degree and certificate completion is predicated on the satisfactory achievement of PLOs* (II.A.9-2).
- The award of units of credit reflect generally accepted norms or equivalencies in higher education:
  - The College catalog clearly describes the requirements for completing degrees and certificates (II.A.9-1).
  - The curriculum* committee carefully reviews each COR* and program proposal (II.A.9-2).

Analysis and Evaluation:

The curriculum and COR* processes ascertain the alignment of SLOs* with course descriptions, objectives, and expected minimum competencies. The award of credit for courses, certificates, and degrees is based on students achieving the expected learning outcomes and consistent with the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans, with support from the curriculum* committee, closely supervise the alignment of outcomes assessments with course objectives.

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| II.A.9-1   | Sample COR                      |
| II.A.9-2   | LAMC Catalog, page 72          |
| II.A.9-3   | Assist.org Website             |
II.A.10
The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER10)

Evidence of meeting the Standard:

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

Analysis and Evaluation:

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

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

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

The College participates in the statewide SB1440 initiative and has received approval for 11 Transfer Model Curriculum* (TMC) degrees by the State Chancellor’s Office.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

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

II.A.11
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard:

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

<table>
<thead>
<tr>
<th>Standard Stated Requirements</th>
<th>Associated ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication competency</td>
<td>Written and Oral Communication</td>
</tr>
<tr>
<td>Information competency</td>
<td>Information Competency</td>
</tr>
<tr>
<td>Quantitative competency</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Analytic inquiry skills</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>Ethics and Values applied to decision making</td>
</tr>
<tr>
<td>Ability to engage diverse perspectives</td>
<td>Global Awareness and Aesthetic Responsiveness</td>
</tr>
</tbody>
</table>

- The College catalog includes all PLOs* pertaining to various programs (II.A.11-1), (II.A.11-2). PLO* assessments are incorporated into the SLO* online system (II.A.11-3).
- To date, the College has conducted two campus-wide ILO* assessments, the first in information competency in spring 2014, and the second in written communication and ethics and values during fall 2014 (II.A.11-4), (II.A.11-5).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.11-1 LAMC Catalog, page 88
II.A.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:
  - LACCD Board Rule 6201.14 states: “General Education is designed to introduce students to the variety of means through which people comprehend the modern world.” At the local level, arts and humanities, the sciences, mathematics, and social sciences feature prominently in general education offerings. The LACCD General Education Plan requires the completion of coursework in the five areas of natural sciences, social and behavioral sciences, humanities, language and rationality, and health and physical education (II.A.12-1).
  - The College adheres to the California State University General Education Breadth Plan (CSU GE-Breadth Plan) and the Intersegmental General Education Transfer Curriculum (IGETC) (II.A.12-2).
  - All associate degrees and TMCs* require a minimum of 18 semester units in general education (II.A.12-3).
  - The College catalog clearly outlines all general education and other AA/TMC* graduation requirements (II.A.12-4).

- The curriculum* committee reviews all general education courses to evaluate their appropriateness for inclusion in the general education curriculum (II.A.12-5).

- All general education courses are linked to the College’s ILOs* which, in aggregate form, address the goals of responsible participation in civil society and a broad comprehension of knowledge and practices in humanities, the sciences, mathematics, and social sciences (II.A.12-6).
Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

II.A.13
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

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

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

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

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

<table>
<thead>
<tr>
<th>NUMBER OF DEGREES OFFERED AT LAMC</th>
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<tbody>
<tr>
<td>(CCC curriculum Inventory)</td>
</tr>
<tr>
<td>6/8/2015</td>
</tr>
<tr>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Associate of Science</td>
</tr>
<tr>
<td>Transfer Model Curriculum Degree</td>
</tr>
</tbody>
</table>

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.13-1 State Chancellor’s Inventory
II.A.13-2 Screenshot of COR Sociology
II.A.13-3 Screenshot of COR English
II.A.13-4 LOAC Website
II.A.13-5 Sample TMC Degree Template
II.A.13-6 CTE Transitions Website
II.A.13-7 LAMC Catalog, page 82
II.A.14
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

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

CTE advisory committees, composed of industry professionals, meet at least once a year and make recommendations to disciplines on occupational trends, expected competencies, and industry standards (II.A.14-2). Although CTE programs lack a formal method for tracking former students, several departments are able to provide anecdotal evidence on job placements. All CTE programs complete comprehensive program reviews* and an annual unit assessment of their program goals to ensure course effectiveness for students and currency of their programs (II.A.14-10). Furthermore, the College is in compliance with Board Rule 6802 (II.A.14-11)
requiring that all vocational or occupational training programs be subject to a biennial review to ensure adherence to the following criteria:

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

**Actionable Improvement Plan**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

**II.A.15**

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

Evidence of Meeting the Standard:

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

II.A.16

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

Evidence of Meeting the Standard:

- All College programs, including noncredit and CTE, are evaluated for quality and currency through a comprehensive program review* process (II.A.16-1).
- All non-CTE coursework is reviewed every six years by discipline faculty and changes submitted to the Curriculum* committee (II.A.16-2).
- The Curriculum committee began in fall 2015 to align CTE CORs* with the required two-year cycle of revision (II.A.16-3).
- The Educational Master Plan (EMP) undergoes regular cycles of revision (II.A.16-4).
- All collegiate and pre-collegiate courses are evaluated through the College’s curriculum* committee and SLO* assessment process (II.A.16-5),(II.A.16-6).
- The College uses a program viability* process to assess new and existing programs (II.A.16-7). For example, during the 2014-2015 academic year, a program viability* study
on cooperative education led to its suspension. Another study resulted in a realignment of courses from family and consumer studies into various existing departments (II.A.16-8). In spring 2015, a request for a new certified nursing and home health care aide certificate underwent a review and approval by EPC* (II.A.16-9).

- The DE* committee evaluates new online courses and provides training to DE* faculty (II.A.16-10).
- The DE* committee reviews its three-year DE* plan on an annual basis to ensure the alignment of its four goals with various College and District strategic plans (II.A.16-11).
- CTE advisory committees provide input on alignment with labor market demands for CTE courses and programs (II.A.16-12).
- The community education program was suspended in 2012. Various departments such as physical education and wellness activities, and culinary programs have since offered a variety of community courses (II.A.16-13).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.A.16-1 Program Review Website  
II.A.16-2 Curriculum Committee Website  
II.A.16-3 Curriculum Committee Minutes  
II.A.16-4 Educational Master Plan  
II.A.16-5 Curriculum Committee Website  
II.A.16-6 SLO Website  
II.A.16-7 Program Viability Website  
II.A.16-8 Academic Senate Minutes  
II.A.16-9 EPC Minutes  
II.A.16-10 DE Website  
II.A.16-11 DE Committee Minutes  
II.A.16-12 See II.A.1-4a-d  
II.A.16-13 Sample Community Education Program Flyers
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:

- The library provides:
  - Access to organized collections (II.B.1-1).
  - Databases, Question point 24/7 reference help, and other electronic resources (II.B.1-2). Learning Express was added in July 2015 to help students improve their skills in mathematics, reading, and writing (II.B.1-3).
  - All levels of print and online materials from basic skills to scholarly publications. (II.B.1-4a-c).
  - Means to develop and support skills in information competency (II.B.1-5 through II.B.1-10),(II.B.1-11a-b),(II.B.1-12),(II.B.1-13).

- The Learning Center* (Learning Center)
  - Provides specialized tutoring in a wide range of disciplines and levels. In house services are supplemented by NetTutor, a comprehensive online tutoring service available to all LAMC students, on-campus and online (II.B.1-14),(II.B.1-15).
  - Makes learning disability software available to DSP&S students (II.B.1-16).
  - Has hosted over 200 online workshops for students and provided online access to reading software (II.B.1-17a-b).
  - Provides access to the Office Suite and computer-assisted instructional programs in reading and language arts, ESL, mathematics, Spanish, and nutrition (II.B.1-18).

- Walk-in tutoring in science and mathematics is also available on East campus (II.B.1-19a-c).

- Auxiliary learning support services are available to students enrolled in specific instructional programs (II.B.1-20).

Analysis and Evaluation:

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

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

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

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

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

In August 2015, the College signed a contract with Link-Systems International to offer online tutoring in a variety of subjects. The Whiteboard technology used by NetTutor, the online tutoring package offered by Link-Systems International, integrates well with the existing tutoring support available on campus and allows the college’s tutors to eventually utilize the online format to interact with DE* students (II.B.1-19a-c),(II.B.1-20). This augmentation in the College’s tutoring offerings benefits all students and promotes access beyond LRC’s* and other tutoring centers’ regularly scheduled hours.

Additional learning support such as specialized tutoring, specific resource libraries, and computer laboratories is available to students enrolled in or associated with specific instructional and categorical programs (II.B.1-18). Specialized programs and services are facilitated by the Disabled Student Programs and Support Services (DSP&S) (II.B.1-16),(II.B.1-18), Computer Applications and Office Technologies (CAOT), Computer Science Information Technology (CSIT), Multimedia Studies, the Child Development Student Resource Center, TRiO-Student Support Services (TRiO-SSS) and Extended Opportunity Program & Services (EOP&S).

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

LIST OF EVIDENCE

II.B.1-1 Library Website https://www.lamission.edu/library/
II.B.1-3 Learning Express Website https://www.lamission.edu/library/resources.aspx
II.B.1-4a Statistics from the LACCD ILS Administrator for Library Collections
II.B.1-4b Email from LACCD ILS Administrator with Library Physical Book Collection Age
II.B.1-4c Email from EBSCO with eBook Collection Age
II.B.1-5 Information Competency Skills Definition
II.B.1-6 Library Reference Desk Statistics
II.B.1-7 Library Science 101 Syllabus
II.B.1-8 Library Orientation Statistics for 2009 through 2014
II.B.1-9 Library Research Workshop Schedule and Statistics
II.B.1-10 Library Schedule of Workshops for Health Discipline Classes
II.B.1-11a Library Research Guides Webpage
II.B.1-11b Library Research Guides Statistics
II.B.1-12 Library Orientation and Workshop Statistics
II.B.1-13 Concurrent Enrollment Information on Library Sciences 101 for Fall 2015.
II.B.1-14 Learning Center Website http://www.lamission.edu/learningcenter/
II.B.1-15 NetTutor http://www.nettutor.com/
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 Screen Shot of Assistive Instructional Software Programs
II.B.1-19a LAMC’s Science Success Center Website
http://www.lamission.edu/learningcenter/ssc.aspx
II.B.1-19b LAMC’s Math Center Website http://www.lamission.edu/mathcenter/
II.B.1-19c LAMC’s STEM Web site http://www.lamission.edu/stem/
II.B.1-20 LAMC Auxiliary Learning Support Services

II.B.2
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Faculty may recommend material for acquisition by completing an online request form (II.B.2-6a). In response to a 58-percent satisfaction survey of faculty/staff on library resources, the library enhanced its database collection QuestionPoint, Learning Express, and additional e-books (II.B.3-6b),(II.B.2-7).

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

The Technology Master Plan outlines technology solutions and the maintenance of educational equipment and materials in all campus units (II.B.2-4). (Add cross reference to page number in Technology Plan - LAMC’s Wireless Signal Strength Map http://lamission.edu/it/docs/wirelessMap.pdf). The instructional media staff provides and maintains the audio/visual technology, peripherals, network infrastructure, and equipment in the Library and LC*. The College’s Technology Replacement Plan addresses maintenance and replacement of computer equipment (II.B.2-5a). Additional and special maintenance is carried out through agreements and warranties with respective vendors.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.2-1 Library Collection Development Plan
II.B.2-2 Curriculum Committee Web site http://www.lamission.edu/curriculum/
II.B.2-3 Library Addendum Form
II.B.2-4 2015-2019 Technology Master Plan
II.B.2-5a 2014-2019 Technology Replacement Plan
II.B.2-5b Email from IT Manager Regarding Additional Data Drops and Computers
II.B.2-6a Online Request Form for New Books
II.B.3
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

Librarians serve on LOAC* and regularly participate in the evaluation of the Information Competency ILO*. The ILO pilot assessment was conducted in spring 2014 and followed up with a second evaluation in spring 2015 (II.B.3-2b-c).

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

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- II.B.3-1 Library Program Review
- II.B.3-2a 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**

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

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

Analysis and Evaluation:

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

Library materials are electronically sensitized and security gates were retrofitted in 2014. The IT department’s network security measures protect the library and support service computers against cyber threats.

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

II.B.4-1 CCLC Website – Consortium Agreement: http://www.cclibraries.org/
II.B.4-2 LACCD Interlibrary Loan Policy
II.B.4-3 Invoice from 3M for Installation of Library Security Gates
II.B.4-4 2015-2019 Technology Master Plan
II.B.4-5 Screen Shot of Information Technology Work Request Form
II.B.4-6 LACCD/L.A. County Sheriff’s Department Contract
IIC: 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 (II.C.1-1a-s):
  a) Admissions and Records
  b) Associated Students Organization (ASO)
  c) Assessment†
  d) Athletics/Fitness Center
  e) CalWORKS†
  f) Child Development Center†
  g) General Counseling
  h) DSP&S
  i) EOP&S
  j) Foster Care and Kinship (FCKE)
  k) Health Center
  l) Financial Aid
  m) International Students
  n) Noncredit (GED preparation/Citizenship)
  o) Outreach and Recruitment
  p) STEM Counseling
  q) Student Support Services/TRiO
  r) Transfer Center
  s) Veterans Affairs/Resource Center
  †This area/unit reports to Academic Affairs.
- While the Program Review Oversight Committee* (PROC) establishes the general program review* policies, timelines, cycles, and documents for all units on campus, the Student Support Services Committee (SSSC) is specifically tasked with the oversight and validation of the program review* process for all student services units (II.C.1-2),(II.C.1-3).
- Throughout the fall 2013 and spring 2014 terms, the College conducted the following research to assist in the evaluation of student services (II.C.1-4a-f):
  a) Staff comparison study
  b) Comprehensive faculty/staff survey
  c) Comprehensive student survey
  d) Point of service surveys
  e) Focus groups of students and of student services staff
  f) Federal and State requirements analysis
- Student services regularly evaluates the quality, success, and outcomes of its units. The program review* process and the Service Area Outcomes* (SAOs) assessments are two of the primary methods for evaluating such programs (II.C.1-5).
• Since 2013, student services has undertaken an overall self-assessment to evaluate student needs and to bring the College in compliance with all Federal and State requirements (II.C.1-6), (II.C.1-7).
• The College implemented a Student Services Action Plan in spring 2014 to address the gaps identified in the Commission’s July 2013 action letter (II.C.1-8), (II.C.1-9).
• Annual reports submitted to State or Federal agencies on behalf of various student services units (e.g. Articulation, EOP&S, DSP&S, Financial Aid, the Student Support Services Program (TRiO), and the Transfer Center) supply the added benefit of helping the College assess each program’s efficiency, fiscal stability, and quality (II.C.1-10a-f).
• The continuous improvement of many student support services is enhanced by the State-mandated SSSP and Student Equity plans (II.C.1-11a-b).
• The fall 2014 distance education* (DE) survey, based on the 2014-2017 DE Plan, identified the learning support needs of DE* students. The College has taken concrete steps such as offering e-counseling and online tutoring to meet those needs (II.C.1-12a-b).

**Analysis and Evaluation:**

The following services/units support the various components of the College’s mission:

- Increased transfer: transfer center, counseling, articulation
- Equity: DSP&S, EOP&S, veterans affairs, foster/kinship care education, health center, international students center, SSS/TRIO, financial aid
- Career preparation: counseling, CalWORKS
- Improvement of basic skills: assessment center, DSP&S, CalWORKS, tutoring services
- Improving the lives of the diverse communities served by the College: athletics/fitness center, child development center, health center, outreach and recruitment, veterans affairs

Units employ program review* to revisit the mission statements of the various departments, assess SAOs*, and analyze the effectiveness of services. Units undergoing comprehensive program reviews* undergo a validation process by SSSC. Recommendations for improvement are addressed by the unit and included in the subsequent year’s program review* update.

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

In 2014-2015, all student services units completed an annual update with five units -transfer center, outreach and recruitment, financial aid, EOP&S, and DSP&S- undergoing a comprehensive program review* cycle. Unit assessments identified gaps in service and staffing levels and underlined the necessity for improved oversight in the Student Success and Support Program (SSSP). To adequately address these gaps, the Student Services Action Plan was developed and resulted in several hires: a dean (student success), an associate dean (DSP&S), one full-time tenure track general counselor, an outreach and recruitment coordinator, an admissions and records evaluation technician, two limited-term (one-year) counselors, an articulation officer, and a part-time athletic counselor were added to the employee ranks. The
second gap has been partially mitigated by extended evening hours of services and online support (II.C.1-13).

The DE* committee, in collaboration with student services, systematically plans for assessments and improvement in student support services. For example, the 2014 DE* survey brought to light the need for additional services in an online format. E-counseling was subsequently implemented and its efficacy evaluated in 2015-16.

### ACTIONABLE IMPROVEMENT PLAN:

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

**II.C.1-1** Student Support Services Websites
- a) Admissions and Records
- b) Associated Students Organization (ASO)
- c) Assessment†
- d) Athletics/Fitness Center
- e) CalWORKS†
- f) Child Development Center†
- g) General Counseling
- h) DSP&S
- i) EOP&S
- j) Foster Care and Kinship (FCKE)
- k) Health Center
- l) Financial Aid
- m) International Students
- n) Noncredit (GED preparation/Citizenship)
- o) Outreach and Recruitment
- p) STEM Counseling
- q) Student Support Services/TRiO
- r) Transfer Center
- s) Veterans Affairs/Resource Center

**II.C.1-2** PROC Program Review Cycle/Timeline

**II.C.1-3** Student Support Services Committee Program Review Validations Website

**II.C.1-4** Evaluation of Student Services using the following data:
- a) Staff Comparison Study
- b) Comprehensive Faculty/Staff Survey
- c) Comprehensive Student Survey
d) Point of Service Surveys  
e) Focus Groups of Students and of Student Services Staff  
f) Federal and State Requirements Analysis  

II.C.1-5 Student Services Service Area Outcomes (SAOs)  
II.C.1-6 August 2013 Gap Analysis  
II.C.1-7 District-wide Student Service area staffing levels comparison study  
II.C.1-8 Student Services Action Plan  
II.C.1-9 ACCJC July 2013 Action Letter  
II.C.1-10a EOP&S Annual Report  
II.C.1-10b DSP&S Annual Report  
II.C.1-10c Financial Aid Report  
II.C.1-10d SSS-TriO Report  
II.C.1-10e State Chancellor’s Office Transfer Center Report  
II.C.1-10f State Chancellor’s Office Articulation Report  
II.C.1-11a Student Equity Plan  
II.C.1-11b SSSP Plan  
II.C.1-12a Fall 2014 DE Student Survey  
II.C.1-12b 2014-2017 Distance Education Plan  
II.C.1-13 Counseling Department days and hours  

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.  

Evidence of Meeting the Standard:  

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

Analysis and Evaluation:  

Since 2014, all student services units have undergone a full cycle of review, assessment, improvement plan, and implementation (II.C.2-7). For example, the assessment of an SAO* in admissions and records illustrated staffing shortages that impaired the College’s ability to meet State-mandated processing deadlines for degrees and certificates and forestalled reports on graduation data. The identified gap, reported in the Student Services Action Plan, led to the hiring of an evaluation technician in fall 2014 (II.C.2-8).
Surveys serve as another means to evaluate the adequacy of campus support services (II.C.2-9), (IIC.2-10). For example, EOP&S/CARE assessed its spring 2014 pilot workshops with pre- and post-orientation surveys; based on significant gains measured in these, workshop offerings have been significantly expanded and are made available to all incoming students (II.C.2-11),(II.C.2-12).

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

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.2-1 Student Services Program Review  
II.C.2-2 Student Services SAO Assessments  
II.C.2-3 Student Survey  
II.C.2-4 Student Services Comprehensive Review Results  
II.C.2-5 Student Support Services Committee Minutes – Comprehensive Review Cycle  
II.C.2-6a Email from College President – 4/7/2014  
II.C.2-6b Student Services Staff Training Agenda – 4/17/2014  
II.C.2-6c Student Services Workshop Evaluation  
II.C.2-6d Student Services I 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  
II.C.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

**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 methods, including the schedule of classes and College
catalog (disseminated in print and online formats), brochures, and its website (II.C.3-1), (II.C.3-2),(II.C.3-3).

- Students may access services on campus, online, via e-mail, or by telephone. Select units maintain webpages with Frequently Asked Questions (II.C.3-4a-d).
- In April 2015, counseling activated ESARS, an online version of the SARS scheduling program (II.C.3-5).
- E-counseling was implemented in May 2015 (II.C.3-6).
- The College offers online tutoring through Link-Systems International (II.C.3-7).
- The Student Information System (SIS) allows students to add and drop classes, check grades, order transcripts, view available courses, obtain placement test results, look up their financial aid status, pay tuition and fees, view their schedule and enrollment date/time, and register for classes (II.C.3-8).
- Training and resources are provided to faculty to help them improve their support of students with disabilities (II.C.3-9),(II.C.3-10).
- The College administers annual surveys to assess the accessibility of student support services (II.C.3-11).
- Based on the recommendations of a student focus group, the DE* website has been redesigned for easier access (II.C.3-12),(II.C.3-13).
- As part of its outreach activities, the College schedules early assessments for community members and high school students (II.C.3-14).
- The College has significantly increased its concurrent enrollment offerings at local area high schools (II.C.3-15).
- Campus kiosks provide online access to the website, schedule of classes, and registration information (II.C.3-16).
- Several student services maintain evening hours (II.C.3-17a-c).
- Textbooks may be purchased or rented on-campus, online, or via mail (II.C.3-18).
- The library provides an electronic repository of books and access to research materials. Textbooks are held on reserve for many courses (II.C.3-19).

**Analysis and Evaluation:**

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

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

Additional services such as books on reserve and e-books, library workshops, and electronic research databases are made available through the library.
Various outreach activities, including the Fall Kickoff and Focus on Careers Fair, introduce new students to the campus and guide them through the application process, assessment, counseling, and financial aid. Scheduled assessments and concurrent enrollment opportunities in local high schools further enhance the visibility of the College in the community.

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.3-1  LAMC Catalog
II.C.3-2  LAMC Schedule of Classes
II.C.3-3  LAMC Website
II.C.3-4a  Counseling FAQ Webpage
II.C.3-4b  Financial Aid FAQ Webpage
II.C.3-4c  EOP&S FAQ webpage
II.C.3-4d  Online Tutoring Services Contract FAQ 2015
II.C.3-5  Counseling – Online ESARS
II.C.3-6  E-Counseling Implementation 2015
II.C.3-7  NetTutor
II.C.3-8  SIS System Screenshot of Menu
II.C.3-9  DE Website “Faculty Best Practices for Accessibility”
II.C.3-10 CCCCO High Tech Center Training Unit (HTCTU) on ADA/Section 504/508 Compliance for Faculty and Staff – 9/6/2014
II.C.3-11 Annual Student Surveys
II.C.3-12 DE Website
II.C.3-13 Student Focus Groups
II.C.3-14 High School Student Assessments
II.C.3-15 Concurrent Enrollment Data
II.C.3-16 Student Services Area Kiosks
II.C.3-17a Financial Aid Schedule of Evening Hours
II.C.3-17b Admissions and Records Schedule of Evening Hours
II.C.3-17c Counseling Schedule of Evening Hours
II.C.3-18 Bookstore Textbook Website or screenshot
II.C.3-19 Library Reserve List
II.C.3-20 DE Program Review
II.C.3-21 LSI (NetTutor) Online Tutoring Services Contract FAQ 2015
II.C.3-22a College Council Minutes – 10/17/2013
II.C.3-22b Student Support Services Committee Minutes – 2/11/2014
II.C.3-22c DSPS Advisory/ADA Compliance Committee Minutes – 3/4/2014
II.C.3-22d DSPS Advisory/ADA Compliance Committee Minutes – 5/27/2014
II.C.3-22e DSPS Advisory/ADA Compliance Ad Hoc Committee on Accessibility Minutes – 6/2/2015
II.C.3-22f Academic Senate Minutes – 10/2/2014
II.C.4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

Co-curricular and athletics programs support the institution’s mission by providing “a culturally and intellectually supportive environment.” Athletics, theater and music productions, art exhibits,
and student clubs contribute to and inform the social and cultural dimensions of the educational experience (II.C.4-7),(II.C.8),(II.C.9). The College is fully responsible for all co-curricular programs and their respective fiscal allocations.

The athletics department offers four intercollegiate sports: men’s soccer and baseball; and women’s volleyball and softball (II.C.4-12). The unit assesses the integrity of its programs on an annual basis and faithfully adheres to policies established by CCCAA, the LACCD Board of Trustees, and State Education Code Section 67360-67365. Annual reports submitted to USDE in compliance with the Equity in Athletics Disclosure Act and to CCCAA confirm the College’s sound fiscal practices and aspirations toward gender equity (II.C.4-13).

The latest comprehensive program review* and SAO* assessments of athletic programs revealed a shortage in dedicated counseling hours and insufficient female athletic opportunities. Athletic counseling was subsequently augmented by nine hours per week, resulting in higher levels of transfer, success, and GPA among athletes relative to the general student population (II.C.4-14). To reinforce its commitment to female students, the College is currently seeking funds to augment its female athletic teams and to date has identified three potential sports for immediate implementation (IIC.4-15).

In addition to athletics, co-curricular programs such as art exhibits, musical and theatrical performances, and video screenings enhance students’ cultural experience and exposure to diversity. The institution provides economically viable opportunities for students to attend multicultural events, athletic contests, art shows, music and drama performances, and sponsored clubs and organizations events (II.C.4-7),(II.C.4-8),(II.C.4-9). All co-curricular activities abide by prescribed assessments and review their respective budgets and align their offerings with the budgets, plans, and goals.

Students ASO is an integral part of campus life and the shared governance structure. ASO conducts an annual program review* to attest to its viability and continued alignment with the College mission. Student clubs and organizations enrich students’ social, cultural, and educational experience; furthermore, they grant students enhanced career skills, experience pertinent to their field of study, and the chance to give back to the community.

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| II.C.4-1 | LAMC Athletics Website |
| II.C.4-2 | California Community College Athletic Association Website |
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

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

Counselors participate in a variety of professional activities and attend conferences annually to keep current on legislative changes, transfer updates, and best practices in the discipline. Monthly in-service trainings are available to ensure that counseling faculty are providing consistent, accurate and timely information about relevant academic requirements (II.C.5-11). The Discipline Advising Program is a collaboration between counselors and discipline faculty to advise students on their major and career pathway as well as provide referrals to resources (II.C.5-12).

In fall 2014 the Student Success and Support Program (SSSP) provided additional funding to improve the delivery and timeliness of student services on core services (II.C.5-13). Student satisfaction with support services has remained in the 60-62 percent range in 2013-2014 and 2014-2015 (II.C.5-14a-b). These results prompted the counseling department to undergo customer service training in spring 2015 and improve satisfaction levels (II.C.5-15). The department, with the aid of the District Employee Assistance Program, has included customer service training in its professional development activities (II.C.5-16). The statistical reports from the SARS scheduling system and data from annual student surveys have allowed the counseling department to make changes in managing services and in adjusting the availability of counselors (II.C.5-17).

Increased resources in counseling, outreach, recruitment, allocated by both student services and academic affairs, resulted in significantly higher rate of completion of orientation and student educational plans. In fall 2014, the completion rates among all new students was 75 percent for assessment, 51 percent for orientation, and 60 percent for counseling. By comparison, in fall 2015, the respective completion rates had increased to 84, 69, and 74 percent (II.C.5-18). E-counseling, implemented in spring 2015, aims to increase access for DE* students and to establish a more interactive student educational plan (II.C.5-19).

As indicated in Standard II.C.1, additional support staff and counseling hires have been necessary to maintain services and increased, timely access for students. Additional tenure-track and limited-term counselors have significantly reduced student wait times. During the first week of fall 2014, general counseling assisted 381 students with an average wait time of 41 minutes; in comparison, 647 students were helped in fall 2015 and the average wait time was reduced to 16 minutes (II.C.5-20).

ACTIONABLE IMPROVEMENT PLAN

The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veterans affairs. QFE Los Angeles Mission College meets the standard.
Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.5-1a  LAMC Catalog Counseling Page  
II.C.5-1b  LAMC EOP&S Page  
II.C.5-1c  LAMC Catalog DSP&S Page  
II.C.5-1d  LAMC Veterans Page  
II.C.5-2  Counselor Conferences, Workshops and In-services  
II.C.5-3  Campus Workshops and Presentations (counseling 101, STEM, TRIO, AOC, SSSP)  
II.C.5-4  Discipline Advisor Program Handbook  
II.C.5-5  Email from Scheduler regarding Catalog and Schedule Revisions II.C.5-6  
II.C.5-7a  Counseling Department Website and FaceBook Page  
II.C.5-7b  DSP&S Website  
II.C.5-7c  EOP&S Website  
II.C.5-7d  TRiO Website  
II.C.5-7e  Transfer Center Website  
II.C.5-7f  PD 17 Course Screenshot  
II.C.5-8  AOC Website  
II.C.5-9  Counselor Student Evaluation Form  
II.C.5-10  Student Services Surveys  
II.C.5-11  Counseling 101 Workshop survey data  
II.C.5-12  Discipline Advisor Program Participants  
II.C.5-13  2014-15 Student Success and Support Program Plan  
II.C.5-14a  Fall Supplemental Student Services Survey – Fall 2013  
II.C.5-14b  Student Services Survey Fall 2014  
II.C.5-15  Spring 2015 Customer Service Training  
II.C.5-16  EAP Customer Service Training  
II.C.5-17  SARS Data  
II.C.5-18  Fall 2014 and Fall 2015 AOC Data  
II.C.5-19  E-Counseling Electronic SEP - Also See II.C.1 and II.C-3  
II.C.5-20  Fall 2014 and Fall 2015 SARS Data

**II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)**

**Evidence of Meeting the Standard:**

- Admission policies adhere to Title 5, the Education Code, District Board Rules, and District Administrative Regulations (E-reg) and support student preparation for successful transfer, career technical education, and improvement of basic skills (II.C.6-1a-c).
• The College catalog clearly delineates specific qualifications for courses within programs, including pre- and co-requisite requirements (II.C.6-2).
• Counselors assist students in developing educational plans and clear educational pathways (II.C.6-3),(II.C.6-4),(II.C.6-5).
• Admissions staff support SSSP through student notification of dismissal and probation. The evaluators review student completion of transfer certification and graduation requirements, and ensure that certificates of achievement and degrees are accurately posted to the student transcript (II.C.6-6).
• Several departments and disciplines participate in campus events such as CTE Transitions day, Focus on Careers day, Fall Kick Off, and High School Senior Day to apprise students on various certificates, degrees, transfer, and career opportunities (II.C.6-7 through II.C.6-13).
• The counseling department schedules career exploration workshops and has established an online career resource center for undecided students (II.C.6-14).
• The First Year Experience was launched with Summer Bridge, offering courses from sub-collegiate to transfer levels to facilitate the completion of transfer-level mathematics and English courses by the end of students’ first year of enrollment (II.C.6-15),(II.C.6-16).
• The mathematics department offers summer boot camps to assist students in strengthening their skill level and improve placement scores (II.C.6-17).
• Several certificates and degrees in child development, multimedia, and health science, streamlined requirements to create pathways and meet students’ aspirations in specific career fields (II.C.6-18),(II.C.6-19).
• The College organizes an annual transfer fair with representatives from the CSU and UC systems and private universities to help students make an informed choice on transfer (II.C.6-20).

Analysis and Evaluation:

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

The catalog includes a list of the required courses, descriptions of programs and possible associated career pathways, and program learning outcomes* (PLOs). Some of the courses listed within programs specify pre- and co-requisite requirements necessary to enroll in the course. Various campus events expose students to information about programs and support services. The Focus on Careers day highlights individual CTE programs and pathways and alerts students to the skills necessary in various industries. The Career and Technical Education Transitions Program partners with high schools, businesses, and community colleges to develop occupational pathways and work-based learning experiences in a sequential program of study. In summer 2015, the First Year Experience (FYE) was launched. Participating students were placed in an English or mathematics workshop to strengthen weaknesses and improve placement.
The experience with the FYE cohort elucidated the need for short-term English courses to expedite course completion in English competencies.

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

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.6-1a Chapter VIII Article VI Board Rule – Limitation  
II.C.6-1b Chapter VIII Article III Board Rule  
II.C.6-1c LAMC Catalog  
II.C.6-2 Statement of Student Qualifications for Admission  
II.C.6-3 Student Educational Plan  
II.C.6-4 Sample SEP with Advising Form, Catalog and Assist  
II.C.6-5 SARS Report for number of SEPs – 7/1/2014 through 6/30/2015  
II.C.6-6 Sample of Communication Letters/Emails for Probation, Dismissal, Graduation and Earned Certificates and degree  
II.C.6-7 Flyer for CTE Transitions Day, Focus on Careers Day, Fall Kick Off, and High School Senior Day Fall Kickoff  
II.C.6-8 Focus on Careers Day 2013 Attendance Sheet  
II.C.6-9 Focus on Careers Day 2013 Program Flyer  
II.C.6-10 Focus on Careers Day 2013 Attendance Sheet  
II.C.6-11 CTE Transitions Website Focus on Careers Day 2014 Program Flyer  
II.C.6-12 CTE Transitions Counselor Day Sign-in Sheet 2014  
II.C.6-13 Attendance Sheet 2013  
II.C.6-14 Counseling Department Career Workshop Flyer and Website  
II.C.6-15 FYE Meeting Summaries  
II.C.6-16 Summer Bridge Schedule  
II.C.6-17 Math Summer Boot Camp  
II.C.6-18 Health Science AS Degree  
II.C.6-19 Child Development Certificate  
II.C.6-20 Transfer Fair Announcement  
II.C.6-21 Paralegal Studies Program Website  
II.C.6-22 CCC Paralegal Pathways Press Release – May 2014
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

In fall 2013, discipline faculty evaluated the ESL placement exam administered by the ACT computerized adaptive test COMPASS. During the first week of fall 2013, credit ESL faculty tested, using the same writing prompt that was administered in the past (CESLA), all students enrolled in levels 3-8 of ESL. Faculty graded each sample and compared the results with the COMPASS assessment placement results. The data revealed that 77 percent of students were placed in a level higher than that warranted by their writing sample, indicating that the computerized COMPASS ESL assessment did not accurately place students into the ESL sequence (II.C.7-14).

In spring 2016, the statewide Common Assessment will replace COMPASS ESL. The Common Assessment encourages the use of multiple measures such as local tests or writing prompts and will give the College discretion in the weighing of various components. Locally added measures
Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

**II.C.8.** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Evidence of Meeting the Standard:**

- The District Board Rules and Administrative Regulations govern the care, maintenance, upkeep, and secure backup of the College’s student records (II.C.8-1a-e).
- Policies for release of student records and provisions of FERPA are detailed in the College catalog, printed course schedules, and website (II.C.8-2a-c).
- The College strictly adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) (II.C.8-3a-m).
- Students are issued randomly generated Student Identification (SID) numbers to protect the security of their Social Security numbers (II.C.8-4).
- The Student Information System (DEC) stores all student records and is backed up by the District server (II.C.8-5).
- Student records are stored securely in a fireproof vault in Admissions and Records. (II.C.8-6).
- In 2008, Admissions and Records began using the Viatron software to electronically file and secure student records. Prior years’ files are systematically scanned into Viatron. (II.C.8-7).
- Electronic and imaged records are secured in the student information system. All are password protected, and security levels set by employee classification and job duties (II.C.8-8).
- Students may access their password-protected student records, including their transcripts and placement results, via the SIS system (II.C.8-9).
- Following is a list of offices and record keeping practices:

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

**Financial Aid**

**Analysis and Evaluation:**

Student record and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website (II.C.8-4a-m). All employees are reminded of Board policies regarding the appropriate use of confidential information each time they log onto the District computer system (II.C.8-10).

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

II.C.8-1a  Interoffice Correspondence from District General Counsel Questions Commonly asked by Faculty – 11/2/2009
II.C.8-1b  LACCD Board Rule Article IV Section 8400
II.C.8-1c  LACCD Board Rule Article II Section 5201
II.C.8-1d  LACCD Administrative Regulation E-105
II.C.8-1e  LACCD Administrative Regulation E-99
II.C.8-2a  2014-2015 LAMC College Catalog, pages 59-60
II.C.8-2b  Screenshot Fall 2015 Class Schedule
II.C.8-2c  Screenshot Spring 2015 Class Schedule
II.C.8-3a  Admissions and Records Staff Meeting Minutes – 8/27/2015
II.C.8-3b  Council of Instruction Meeting Minutes – 9/2/2015
II.C.8-3c  Academic Senate Meeting Minutes – 9/30/2015
II.C.8-3d  Sociology Department E-mail – 8/28/2015
II.C.8-3e  Counseling Department Staff Meeting Minutes – 7/28/2015
II.C.8-3f  Student Support Services Committee Minutes – 9/15/2015
II.C.8-3g  Business and Law Staff Meeting Minutes – 8/27/2015
II.C.8-3h  Financial Aid 8/1/2014 Workshop Attendance Sheet 1
II.C.8-3i  Financial Aid 8/1/2014 Workshop Attendance Sheet 2
II.C.8-3j  Financial Aid 8/5/2014 Workshop Attendance Sheet 3
II.C.8-3k  Financial Aid Workshop Agenda – 8/20/2015
II.C.8-3l  Financial Aid Workshop Slides – 8/20/2015
II.C.8-3m  College FERPA Web Page
II.C.8-4  E-mail from Information Technology Department – 7/16/2015
II.C.8-5  DEC – Student Information System
II.C.8-6  A&R Storage Vault
| II.C.8-7 | Viatron Software Electronic Filing System |
| II.C.8-8 | Email from Manager of IT regarding security of student records |
| II.C.8-9 | SIS System Screenshot |
| II.C.8-10 | Screenshot of Log-in System |
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 LACCD Human Resources Division (HRD), Board Rules, and the Personnel Commission (PC) collectively guide the hiring process in the District. Faculty and academic administrator hires occur under HRD’s purview, whereas non-teaching and other classified positions are overseen by PC (III.A.1-1),(III.A.1-2),(II.A.1-4),(III.A.1-5).
- Job descriptions for various positions relate directly to the institution’s mission and goals. (III.A.1-15).
- When serving on search committees, College employees adhere to all applicable District, State, and Federal hiring guidelines (III.A.1-3).
- Open positions are advertised on the California Community Colleges Registry and other job sites, at local job fairs, and with national professional organizations and local area colleges (III.A.1-10),(III.A.1-11).
- Faculty hires and selection committees adhere to the State minimum qualifications, described in HR-100, and the College and District Academic Senate faculty hiring procedures and policies (III.A.1-6 through III.A.1-9).
- Academic candidates with degrees from non-U.S. institutions must have their degrees evaluated by a certified U.S. credential review service (III.A.1-13).
- Classified job descriptions are collaboratively reviewed by PC, the District, and applicable unions (III.A.1-12).
- The District relies on the Council of Higher Education Accreditation (CHEA) Database to assess classified candidates’ degrees obtained from non-US institutions. (III.A.1-14).

Analysis and Evaluation:

The College mission informs all employee selections: all faculty serve in one or more of the areas of basic skills, preparation for transfer, career and technical education, workforce development, or lifelong learning while support staff and administrators provide direct services to students, support faculty, supplement classroom instruction, or maintain a safe and clean campus.
As mandated by LACCD Board Rule 10304.1, all job announcements include applicable duties and responsibilities; minimum/desirable qualifications and/or licensure requirements; and all necessary knowledge, skills, and/or abilities, including sensitivity to and understanding of the diverse population that the College serves (III.A.1-1 through III.A.1-7).

Job announcements are available electronically on the District website and in hard copy format at the College campus (III.A.1-10). Recruitment for all faculty and administrator positions is done on a national level. Depending on the nature and level of the job, recruitment of classified personnel is done on a local, regional, state, and/or national level. Current classified employees may request a transfer by applying for positions in their current or related job classifications (III.A.1-11).

Faculty selection committees review all eligible applications, conduct interviews with selected candidates, and forward the finalists’ names to the College President (III.A.1-8). This latter makes the final selection and forwards the hiring packet to the District HRD which appraises the candidate’s minimum qualifications, degrees, and work history, and conducts reference and background checks. Candidates with certification from foreign universities must, at the time of application, provide equivalency documentation issued by a U.S. credential review service (III.A.1-13).

PC is responsible for the development and classification of job descriptions and the recruitment and testing of applicants for classified positions (III.A.1-2),(III.A.1-12). The development of test materials and rating of candidates is managed in consultation with internal and external experts. Furthermore, all applications are screened to ensure adherence to the District’s minimum qualifications.

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.A.1-1  LACCD Board Rule Chapter X – Human Resources, Article III, 10304.1, Section 2.2 – Selection Policies
III.A.1-2  LACCD Personnel Commission 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
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard:

- The College’s Academic Senate Faculty Hiring Procedures, in alignment with the District’s Academic Senate hiring policy, inform faculty hiring on campus (III.A.2-1),(II.A.2-2).
- LACCD HR Guide HR-000 delineates the requirements and procedures pertaining to the recruitment and selection of academic, classified, and unclassified staff (III.A.2-3).
- Faculty must meet the minimum qualifications established by the State of California (III.A.2-4).
- The development and review of curriculum, as well as the assessment of learning, are included in all faculty job announcements and form an important component of fulltime faculty duties. Adjunct faculty participate in learning outcomes assessment but are not required to develop SLOs (III.A.2-5).

Analysis and Evaluation:

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

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

Curriculum development and revision, as well as the assessment of learning outcomes, constitute an integral part of faculty responsibilities. Discipline experts adhere to curriculum revision and learning outcomes assessment cycles as set forth by the Curriculum* and Learning Outcomes Assessments (LOAC*) committees.
Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.2-1 LAMC Academic Senate Faculty Hiring Procedures
III.A.2-2 LACCD 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 Faculty Job Announcements and Relevant Article of CBA

III.A.3
Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

The appraisal of minimum qualifications, degrees, and work history of applicants is performed by the District HR audit unit for academic administrators and by the District PC audit units for classified managers. The College conducts reference and background checks for classified administrative candidates while the HR audit unit performs this task for prospective academic administrators.
Academic candidates holding degrees from foreign universities must, at the time of application, provide equivalency documents issued by a U.S. credential review service (III.A.3-1),(III.A.3-2). Foreign-issued degrees of classified administrative candidates are verified based on the CHEA Database of Institutions and Programs Accredited by Recognized United States Accrediting Organizations (III.A.3-3).

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- **III.A.3-1** LACCD Board Rule Chapter X – Human Resources, Article III, Section 10307
- **III.A.3-2** LACCD Human Resources Guide R-000 – Recruitment, Selection and Employment
- **III.A.3-3** LACCD Personnel Commission Website 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**

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

**Evidence of Meeting the Standard:**

- The LACCD Board Rule Chapter X, Article III, Section 10301, requires that all degrees, foreign or domestic, are from an approved accredited university (III.A.4-1).
- Academic candidates who have earned degrees from non-U.S. institutions are required to have their degrees evaluated by an approved certified U.S. credential review service (III.A.4-2).
- Classified hires holding degrees from non-U.S. institutions are evaluated based on the previously mentioned CHEA Database. Candidates with degrees omitted from the CHEA Database are required to have their credentials evaluated through a reputable foreign degree evaluation service (III.A.4-3).
Analysis and Evaluation:

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.4-1 LACCD Board Rule Chapter X – Human Resources, Article III, Section 10301 – Selection and Assignment for Faculty
https://www.laccd.edu/Board/Documents/BoardRules/Ch.X-ArticleIII.pdf

III.A.4-2 Foreign Degree Equivalency

III.A.4-3 Council of Higher Education Accreditation (CHEA) Database of Institutions and Programs

III.A.5
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

The College uses employee performance evaluations in accordance with applicable CBAs to optimize productivity and promote continuous improvement and institutional effectiveness (III.A.5-2).
**Faculty:** Tenured and adjunct faculty are evaluated following the procedures set forth in Article 19 of the AFT Agreement. Tenured faculty are evaluated every three academic years, while adjunct faculty receive a formal evaluation before the end of their second semester and at least once every six semesters.

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

**Deans, Associate Deans and Assistant Deans:** evaluations follow the procedures set forth in Article 8 of the administrators’ contract. Deans are evaluated no later than 12 months after the start date of their assignment and every year thereafter.

**Academic and Classified Administrators:** The College President evaluates the vice-presidents according to District policies, while the District Chancellor evaluates the College President’s performance.

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

**ACTIONABLE IMPROVEMENT PLAN**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.A.5-1 | Screenshot of LACCD Evaluation Alert System (EASY) |
| III.A.5-2 | LACCD Collective Bargaining Agreements |
|           | • Los Angeles College Faculty Guild, Local 1521 - Article 19 Evaluation |
|           | • AFT College Staff Guild, Local 1521A - Article16 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 |
III.A.6

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

Evidence of Meeting the Standard:

- Faculty performance evaluations are outlined in the AFT, Local 1521 CBA and incorporate SLO assessments as part of the faculty contractual responsibility (III.A.6-1).
- The faculty driven SLO initiative has incorporated the values of quality teaching and student achievement into a very effective College assessment model (III.A.6-2).

Analysis and Evaluation:

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

Academic administrators, while overseeing outcomes assessments through the supervision of faculty, are currently not evaluated in a direct fashion on the assessment of SLOs. Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.6-1 LACCD Faculty Guild, Local 1521, Appendix C, Section II, p. XXX
III.A.6-2 SLO Online System Web site

III.A.7

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

Evidence of Meeting the Standard:

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

The College employs a sufficient number of experienced and qualified faculty, both full-time and adjunct, to achieve its institutional mission. The number of adjunct faculty often fluctuates to accommodate ebbs and flows in enrollment.

The District Allocation Model informs the annual number of faculty hires. Despite several years of budget reductions, the College has remained compliant with the District Allocation Model and the state-mandated Faculty Obligation Number (III.A.7-1).

The College currently employs 81 full-time and 233 adjunct faculty. The low full-time to part-time faculty ratio poses a number of challenges, including sustained participation in shared governance. According to the fall 2014 Faculty and Staff Survey, only one-third of respondents agreed or strongly agreed that “There are enough qualified faculty with full-time responsibility to the College.”

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

III.A.8
An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

The New Faculty Orientation typically consists of a campus tour, an orientation on College policies and administrative procedures, and the introduction of new employees to key College personnel (III.A.8-1).
Performance reviews of adjunct faculty include administrative, student, self, and peer evaluations. Department chairs coordinate and oversee adjunct evaluations (III.A.8-3).

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

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

III.A.9
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

In the 2015 Follow-Up Report to the ACCJC, the College determined that the student services division was understaffed and did not adequately meet students’ needs. To correct this gap, a list of new or replacement hires and timeline was created (III.A.9-4). For further details, please refer to QFE and Standard IIC.
Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.A.9.1 LACCD Board Rule Chapter X – Human Resources, Article III, 10304.1, Section 2.2 – Selection Policies

III.A.9-2 LACCD Personnel Commission Webpage
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 2014-2015 LAMC New Classified Hires

**III.A.10**
The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.A.10-1a Deans of Academic Affairs Notice of Intent
Deans of Academic Affairs Job Announcement
SAP Screenshot for Deans of Academic Affairs

III.A.10-1b Dean of Student Success Notice of Intent
Dean of Student Success Job Announcement
SAP Screenshot for Dean of Student Success

III.A.10-1c Associate Dean of Disabled Student Programs and Services Notice of Intent
Associate Dean of Disabled Student Programs and Services Job Announcement
III.A.11
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

- District Human Resources and Personnel Guides, and LACCD Board Rules pertaining to personnel policies are available on the District website (III.A.11-1),(III.A.11-2),(III.A.11-3).
- The District Personnel Commission laws and rules are posted on the Personnel Commission site (III.A.11-4).
- The LACCD Employer-Employee Relations (EER) website includes publications on contract negotiations, employee discipline, best practices guides, fair and equitable hiring, disciplinary issues, and consequences for violations (III.A.11-5),(III.A.11-6).

Analysis and Evaluation:

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.11-1 LACCD Human Resources Guides
https://www.laccd.edu/Departments/HumanResources/HRPublications-2/Pages/default.aspx
III.A.12

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

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.12-1 LACCD Prohibited Discrimination and Harassment Policy, Chapter XV, Section 15001
III.A.12-2 LACCD Office for Diversity, Equity and Inclusion 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
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

- All faculty must adhere to the Faculty Code of Conduct of the Academic Senate (III.A.13-1).
- The College’s Code of Conduct was reaffirmed by the College President in 2014 (III.A.13-2). In addition, the College established an Anti-Bullying Pledge in 2012 (III.A.13-3).
- LACCD Board Rule 1204.13 outlines standards of ethical behavior for employees (III.A.13-4).
- The Classified Employee Handbook delineates requirements pertaining to proper workplace behavior (III.A.13-5).
- LACCD HRD Employer-Employee Relations Handbook outlines prescribed disciplinary actions in response to code of conduct violations (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 to uphold a high level of respect and professionalism toward fellow employees and students and observe all applicable codes of conduct (III.A.13-1, III.A.13-2, III.A.13-3, and III.A.13-4). Mandatory annual sexual harassment trainings keep all College employees abreast of sexual harassment policies (III.A.13-7).

Disciplinary actions in response to faculty code of conduct violations include notices of unsatisfactory conduct, demotions, suspensions, or dismissal. District employees are also expected to adhere to ethical standards specified in the District Board Rules (III.A.13-2). Moreover, classified employees must observe the standards of conduct featured in the Classified Employee Handbook (III.A.13-5).

The executive staff and supervisory units are obligated to investigate and respond to instances of suspected ethics violations. In the event of a violation, EER is consulted to begin the disciplinary process or provide alternative solutions to resolve the issue. If EER determines that there is just cause, progressive levels of discipline, up to and including termination, are implemented (III.A.13-6).
Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.A.13-1  LAMC Academic Senate Faculty Code of Conduct Statement
III.A.13-2  LAMC Code of Conduct
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**
The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Evidence of Meeting the Standard:**

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

**Analysis and Evaluation:**

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.A.14-1  LAMC Professional and Staff Development Committee 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.15

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

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.A.15-1  LACCD Human Resources Website
            https://www.laccd.edu/Departments/HumanResources/Pages/default.aspx

III.A.15-2  LACCD Employer-Employee Relations Website
            https://www.laccd.edu/Departments/HumanResources/Pages/Employer-
            Employee-Relations.aspx

III.A.15-3  LAMC Personnel Office Website http://www.lamission.edu/personnel/
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 (III.B.1-1),(III.B.1-2).
- The facilities safety standards established by California Occupational Safety and Health Act (Cal OSHA) inform the College’s workplace conditions (III.B.1-3).
- The College adheres to State agency regulations on lighting, fire escape procedures, exit doors, and fire extinguisher inspection (III.B.1-5),(III.B.1-6).
- The College complies with all Americans with Disabilities Act (ADA) regulations (III.B.1-7).
- The College’s Facilities Master Plan ensures the safe and cost effective use of facilities and establishes a maintenance schedule for buildings, grounds, and equipment (III.B.1-8).
- The College contracts with the Los Angeles County Sheriff’s Department for campus security (III.B.1-9).
- The District risk management department regularly evaluates projects and facilities on campus to identify liabilities and exposure, develop loss control strategies, and implement risk-avoidance programs (III.B.1-10).
- The facilities and planning (FPC) and the work environment (WEC) committees address issues of access and safety for students and staff and provide input to the facilities department on the construction and maintenance of physical resources (III.B.1-11), (III.B.1-12).
- The College evaluates the safety and sufficiency of its facilities and physical resources by conducting annual faculty and staff surveys. The work environment committee’s annual review provides additional data on the safety and sufficiency of facilities (III.B.1-13), (III.B.1-14).
- 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 (III.B.1-15).
- The Incident Response Plan (IRP), developed in 2012, addresses the College’s ability to prepare for emergencies and respond to natural disasters (III.B.1-16).
- All College crime statistics are published every October pursuant to the Clery Act (III.B-17).
Analysis and Evaluation:

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

Facilities maintenance is guided by the coordinated efforts of WEC, FPC, the budget and planning committee, and the citizens’ oversight committee. Students and staff may report safety, lighting, and cleanliness issues to the facilities department by way of an online work order system (III.B.1-18). IRP, developed in 2012, has given rise to drills such as the California Shake Out, active shooter trainings, and workshops by the threat assessment team.

The District risk management department regularly conducts a campus safety and building hazard inspection for the purposes of ADA compliance and conformity with permits and licenses (III.B.1-7). Furthermore, the department regularly evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss control programs, and implement risk-avoidance programs (III.B.1-10).

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

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.B.1-1 AQMD Report  
III.B.1-2 Fire Department visitations  
III.B.1-3 OSHA Report  
III.B.1-4 Building Code  
III.B.1-5 L.A. CITY Inspections  
III.B.1-6 Fire Department Inspection Report  
III.B.1-7 ADA Compliance reports  
III.B.1-8 Facilities Master Plan  
III.B.1-9 Sheriff’s Contract  
III.B.1-10 Insurance Certificate  
III.B.1-11 Facilities Planning Website  
III.B.1-12 WEC Website  
III.B.1-13 Spring 2014 Student Survey  
III.B.1-14 Fall 2014 Faculty Survey  
III.B.1-15 2014 Emergency Preparedness Plan  
III.B.1-16 Incident Response Plan
III.B.2
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard:

- The College relies on program review*, the Facilities Master Plan, the Educational Master Plan, the deferred project maintenance plan, and the five year construction plan when planning its future buildings (III.B.2-1 through III.B.2-4).
- The scheduled maintenance and five-year construction plan (SMSR 5YP) is updated annually and guides the multi-year facilities maintenance program (III.B.2-6).

Analysis and Evaluation:

The College relies on program review* and annual unit plans, the Educational Master Plan, the Facilities master plan and the facilities and planning committee to review and analyze the needs of programs and services in relation to resources, facilities, equipment, and other assets.

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

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

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

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

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

**III.B.3**

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

Evidence of Meeting the Standard:

- The College plans and evaluates its facilities and equipment on a regular basis via program review*, shared governance committees, and the assessment of its various master plans (III.B.3-1),(III.B.3-2),(III.B.3-3).
- The curriculum* and the distance education* committees provide input on improvements in infrastructure and equipment for DE* delivery (III.B.3-4).
- The annual review of the five-year facilities construction plan and the annual space inventory report the capacity/load ratios and are based on current and projected enrollments (III.B.3-5).
- The College District subscribes to FUSION (Facility Utilization, Space Inventory Options Net), a framework designed for the California Community Colleges (CCC) to streamline current facilities planning processes and compute the ratio of available square footage to utilization (III.B.3-6).
- Classroom usage and effective enrollment strategies are informed by the efforts of the enrollment management committee and academic affairs (III.B.3-7).

**Analysis and Evaluation:**

The College evaluates the effectiveness of its facilities and equipment by gathering information from various sources such as shared governance committees such as WEC and FPC. The College abides by all applicable Federal, State, and County code regulations while operating within parameters of the District’s purchasing policies.
The prioritization of various facilities projects is informed by the College’s master plans, the program review* process, and equipment requests. In particular, the facilities department seeks input from the curriculum and DE* committees on all infrastructure matters pertaining to distance education.

Academic Affairs monitors classroom occupancy and enrollment patterns to maximize space utilization across campus. As outlined in the 2009 College Master Plan, the campus currently allocates 61 percent of its space to classrooms and 20 percent to support staff.

The director of facilities and the vice-president of administrative services, upon annual evaluation of campus facilities, provide a list of scheduled maintenance projects to the District. These items are subsequently prioritized alongside the other nine colleges’ requests and submitted to the State for funding. Upon approval of requests, funds become available for individual projects on the campuses and disbursed by the District to individual Colleges.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.B.3-1 Program Review
III.B.3-2 Facilities Planning Minutes
III.B.3-3 College Council Minutes
III.B.3-4 Curriculum Committee Minutes and DE Minutes
III.B.3-5 Annual Space Inventory Report
III.B.3-6 Facility Utilization, Space Inventory Options NET (FUSION) Access
III.B.3-7 Enrollment Management Committee Minutes

**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 (III.B.4-1).

**Analysis and Evaluation:**

FMP, developed in 2009, steers long-range capital planning on campus and proposes the expansion of the College to accommodate 15,000 students. Guiding principles include the increase in classroom space, parking, laboratories, and office space, the development of a one-stop student services center, and the renovation of select buildings. The total cost of ownership is given careful consideration when choosing between erecting a new building and renovating an existing structure. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
The new master planner, USR Corporation, and the project management group, Gateway Science and Engineering, will continue to work on the College’s long-range goals within existing budget limitations.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.B.4-1  Educational Master Plan
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, supporting over 1,200 computers, laptops, and portable devices. ITS is headed by the manager of College Information Systems and its operations informed by the Technology Master Plan and the Technology Replacement Plan (III.C.1-1a),(III.C.1-1b),(III.C.1-1c).
- ITS staff ensure the protection and stability of software and equipment on the College’s computer systems. Administrative, staff, and faculty computers, along with all academic laboratory computers, are configured to download the most updated versions of antivirus, registry-protection, operating system and application software to avoid time-consuming repairs and outside threats (III.C.1-2).
- ITS, staffed with technical professionals who provide desktop user support, network maintenance, and audio/visual equipment support, is composed of the following sub groups (III.C.1-3):
  - **Microcomputer Support** provides front-line microcomputer support to all users. IT analysts and computer technicians conduct ongoing maintenance and upgrades of hardware and software for both administrative and academic computing.
  - **Software Development** plans, implements, maintains, and supports all districtwide administrative systems.
  - **Media Services** provides technical support for audiovisual equipment. Specialized services can be accessed through service contracts and managed through a work order system.

LACCD IT Services:
- The College receives IT support from the District Office of Information Services (DOIS) for matters related to districtwide technology infrastructure and systems. DOIS plans and maintains the infrastructure for local area inter- and intra- campus networks and institutional access to and security of the public Internet (III.C.1-4).
- DOIS is endowed with a comprehensive enterprise-level administrative system capable of recording, storing, and reporting data for student, financial, academic, and administrative transactions. Moreover, it manages the development, deployment, and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other District resources (III.C.1-5).
- The District and its nine colleges work in collaboration to develop districtwide standards for data centers, network cabling, data storage, desktop computers, printers, servers, and projectors (III.C.1-6a-e). These standards have played a crucial role in all Bond A/AA and Measure J related technology projects.
DOIS IT Infrastructure and Districtwide projects consist of:

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

Highlights of ITS Technology Initiatives:

- Wireless Network infrastructure consists of 95 access points throughout campus, providing convenience and ease of access to local campus systems, District systems and the public Internet (III.C.1-12a). A 30% increase in WiFi coverage, planned for 2016, will provide higher density and improved connectivity (III.C.1-12b).
- The Cisco VOIP-based phone system is used throughout campus for voice communications and currently undergoing an expansion to provide phone access in all classrooms (III.C.1-13a-b).
- The College has 103 Smart classrooms and 17 labs. Smart classrooms come equipped with overhead projectors, amplified sound, integrated wall controls, and computers (III.C.1-14a-c).
- The ratio of computers to students is 1:18 (III.C.1-15).
- ITS develops and maintains the College website which includes general information on classes, student services, and events. Portions of the website are integrated with DOIS systems such as SAP and the Student Information Database. The student portal provides email access while the faculty/staff portal incorporates links to resources such as the program review* and the Student Learning Outcome* (SLO) assessment systems. (III.C.1-16a-c).
- The SLO* online system, implemented in 2010, undergoes regular updates (III.C.1-16c).
- A program review* online system, implemented in 2007, is being redesigned to incorporate additional features and to simplify its interface (III.C.1-17a-b).
- Etudes is the current learning management system used for distance education courses.
- BlackBoard Connect, an outreach and emergency notification system, is used to communicate with students via email, text messages and automated voice calls. The system has the ability to send up to 10,000 messages in two minutes (III.C.1-19a-b).
- The College has a fully redundant fiber network infrastructure that links the main campus with the east campus and links all buildings together. The need of future buildings was anticipated when the network was first installed in 2009 (III.C.1-20).
- Microsoft Office 365 is a cloud-based system available to students and staff (III.C.1-10), (III.C.1-20).
- Media Services offer:
  - Audio/visual technology, equipment and services to support the courses, instructional activities and media, and academic events at the College (III.C.1-21a).
- Training for faculty and staff (III.C.1-21b).
- Video production services for instructional purposes (III.C.1-21c).

Analysis and Evaluation:

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

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

The 2010-2015 Technology Master Plan (TMP) is fully integrated with the College’s Strategic Master Plan and aligns with the District Technology Strategic Master Plan. The TMP outlines technology solutions within the College and is supported by the technology committee. The committee provides access to instructional resources and information on the College infrastructure, develops long-range budget and planning for technology needs, and annually reviews and revises the effectiveness of the Technology Master Plan. In fall 2015, the committee agreed to revise the TMP by spring 2016, pending the update of the Strategic Master Plan and Education Master Plan (III.C.1-22).

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

- In the fall 2013 student survey a high percentage of the 2,965 LAMC respondents indicated that the College is doing an adequate job of serving the technology needs of its students (III.C.1-23).
- In the fall 2013 faculty/staff Survey, a sizable majority of respondents either strongly agreed or agreed that technology and related support services allow them to effectively perform their required duties (III.C.1-24).
- A DE* Student survey conducted in fall 2014 was completed by 154 LAMC students and indicated a 64 percent level of satisfaction with computing services (III.C.1-25).
A new student information system, spearheaded by the District and due to be implemented in stages beginning fall 2016, will transform the delivery of services to students, faculty, and staff by allowing access from anywhere at any time via its Web-based services.

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

**Actionable Improvement Plan**

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

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

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.C.1-1a LAMC Administrative Services Organizational Chart  
III.C.1-1b Technology Master Plan  
III.C.1-1c 2014-2019 Technology Replacement Plan  
III.C.1-2 List of Recent Hardware/Software Upgrades  
III.C.1-3 IT Department Organizational Chart  
III.C.1-4 DOIS Organizational Chart  
III.C.1-5 DOIS providing enterprise level systems  
III.C.1-6a LACCD Technology Standards  
III.C.1-6b LACCD Technology Standards  
III.C.1-6c LACCD Technology Standards  
III.C.1-6d LACCD Technology Standards  
III.C.1-6e LACCD Technology Standards  
III.C.1-7a Student Information System (SIS): https://eweb3.laccd.edu/WebStudent/signon.asp  
III.C.1-7b SIS Modernization Webpage:  
  https://www.laccd.edu/sismodernization/Pages/default.aspx  
III.C.1-8 ESC  
III.C.1-9 ECD System Webpage – (https://ecd.laccd.edu)  
III.C.1-10 Student Email System Webpage:  
  http://www.lamission.edu/it/studentemail.aspx  
III.C.1-11 LACCD CMMS presentation
III.C.2
The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

Planning, Updates, and Replacement:

- New and replacement technology facilities, infrastructure, equipment, and software are planned and prioritized as part of the college’s Five-Year Technology Replacement Plan (TRP). Adopted in 2013, TRP identifies the lifecycle of various technologies including computers, printers, and audio/video equipment and their associated replacement costs (III.C.2-1).
- The annual online program review* system is used to request and plan for replacement of infrastructure, equipment, software and other technology enhancements (III.C.1-17a).
- Agreements with multiple vendors are in place to ensure prompt support and regular updates of software (III.C.2-2).
- Updates for Etudes*, the campus learning management system, are performed on a
regular basis. The College will move to Canvas as its learning management system in fall 2016 (III.C.2-3).

- PeopleSoft will replace the current student information system, DEC, in 2016 (III.C.1-7a-b).
- The College has an infrastructure of 170 Virtual Desktop Infrastructure (VDI) endpoints. In 2015, ITS successfully deployed 50 repurposed desktops that had exceeded their prior lifecycle of 8 years by converting them to VDI endpoints. The anticipated lifecycle for the repurposed desktops will be an additional five years (III.C.2-4).
- The Computerized Maintenance Management System (CMMS) is used to inventory assets and track life cycles of equipment (III.C.1-11).

Analysis and Evaluation:

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

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

Equipment lifecycles, as projected by TRP, determine timelines for upgrades and replacement (III.C.2-1). TRP is reviewed multiple times throughout the year and updated annually by the technology committee.

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.2-1 2014-2019 Technology Replacement Plan
III.C.2-2 LACCD Master Agreement
III.C.2-3 Learning Management System: Etudes Moving to Canvas
III.C.2-4 Inventory of VDI Computers
III.C.3
The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

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

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

Backup and Redundancies
• The N+1 model is an industry standard for creating resiliency and redundancy and used on critical servers, infrastructure components, and other high availability systems (III.C.3-11).
• The College maintains two data centers, one located on the main campus and another on the east campus. Critical systems are replicated between the data centers to ensure continuity of service in cases where one center experiences failure (III.C.3-12).
• The College’s Storage Area Network (SAN), also known as HP Lefthand and Nimble SAN systems, are used to provide increased storage performance and availability (III.C.3-13).
• 50% of servers run on HP Blade systems using VMWare virtual technologies, allowing for greater flexibility, management, and recovery in the event of a system failure (III.C.3-
14).

- The Virtual Desktop Infrastructure (VDI) is used on approximately 25% of student computers, allowing ITS to centrally manage computers, provide better security, and increase longevity of hardware (III.C.3-15).
- All systems are equipped with UPS battery backups (III.C.3-16).
- All buildings on the main campus are connected to the Primary Data Center by a redundant fiber optic ring (IIIC.1-20).

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.3-1 LDAP, Single Sign On
III.C.3-2 Federated ID
III.C.3-3 New SIS Web Portal
III.C.3-4 Student and Faculty Email Accounts
III.C.3-5 Security Cameras Map
III.C.3-6 Emergency Call Stations Map
III.C.3-7 Firewall Security
III.C.3-8 Microsoft System Center Endpoint Protection
III.C.3-9 Wireless Network Authentication
III.C.3-10 Microsoft’s Exchange Protection Service
III.C.3-11 Systems that use N+1 Redundancy
III.C.3-12 Two Data Centers
III.C.3-13 SAN: Storage Area Network
III.C.3-14 Virtual Servers
III.C.3-15 VDI: Virtual Desktop Infrastructure
III.C.3-15 UPS Battery Backups
III.C.4
The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard:

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

Analysis and Evaluation:

The College provides extensive technology support and training to faculty through a number modalities. In addition, faculty have the opportunity to seek training through the College’s online training resources (http://www.lamission.edu/it and the Microsoft Academy).

**Actionable Improvement Plan**

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

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.C.4-1 | Self-Orientation http://www.lamission.edu/it/videotutorials.aspx |
| III.C.4-2 | Microsoft IT Academy http://www.lamission.edu/it/itacademy.aspx |
| III.C.4-3 | Training on Systems |
| III.C.4-4 | Conferences attended by IT staff |
| III.C.4-5 | Distance Education Certification: http://lmc-ddl.pbworks.com/w/page/97960688/Steps%20to%20Teach%20Online |
III.C.5
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard:

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

- The DE* Committee develops and updates policies related to online instruction (III.C.5-1).
- The Work Environment Committee’s (WEC) policies inform the use of technology in the workplace (III.C.5-2).
- The District’s administrative regulations regarding the use of email, computer systems, and College networks are enforced on campus (III.C.5-3).

Policies are in place for any misuse of technology.

Analysis and Evaluation:

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

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.C.5-1 DE Policies: http://lamc-ddl.pbworks.com/w/page/101905048/DE-Supplemental
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)
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 Student 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. 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 2012-2013 for each of its nine campuses as a function of their program offerings. The College budget for fiscal year 2015-2016 is $32 million (III.D.1-1), (III.D.1-2).
- The College receives an annual allocation from the District. Adjustments are made throughout the year as the State provides updated financial information.
- The budget allocation model includes funding for administration, maintenance and operations, and scheduled maintenance from both the unrestricted and the restricted general funds (III.D.1-3), (III.D.1-4).
- The fund allocation is sufficient to support programs and services as evidenced by the College’s ability to reach its enrollment goal (III.D.1-5), (III.D.1-6a-d).
- The College has reached its FTES goal for the last two years while maintaining a positive ending balance each year (III.D.1-7).
- Each May, the District publishes a draft budget, followed in September by a detailed budget on the College’s unrestricted general fund. The budget and planning committee (BPC) members receive budget projections in monthly meetings and at other times when additional funds become available. BPC subsequently recommends the distribution of these funds to College Council based on an established process. The steps in this system identify needs, prioritize solutions, and maximize institutional goals (III.D.1-8), (III.D.1-9).

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Operating Budget ***</th>
<th>% Change (Bgt.)</th>
<th>Expenditures</th>
<th>% Change (Exp.)</th>
<th>Unrestricted Surplus/ (Shortfall)</th>
<th>Restricted Deficits &amp; Other Adjustments</th>
<th>Budget Balance</th>
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<td>$ 29,504,439</td>
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<td>-1.7%</td>
<td>$ 502,266</td>
<td>$(286,679)</td>
<td>$ 215,587</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$ 28,124,023</td>
<td>4.3%</td>
<td>$ 26,687,152</td>
<td>2.9%</td>
<td>$ 1,436,871</td>
<td>$(22,971)</td>
<td>$ 1,413,900</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$ 26,972,836</td>
<td>-3.6%</td>
<td>$ 25,928,556</td>
<td>-5.2%</td>
<td>$ 1,044,280</td>
<td>$(72,010)</td>
<td>$ 972,270</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$ 27,791,603</td>
<td>0.1%</td>
<td>$ 27,346,181</td>
<td>0.4%</td>
<td>$ 645,422</td>
<td>$(144,110)</td>
<td>$ 501,512</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$ 27,964,568</td>
<td>15.8%</td>
<td>$ 27,244,714</td>
<td>10.6%</td>
<td>$ 719,854</td>
<td>$(389,436)</td>
<td>$ 330,418</td>
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<tr>
<td>2006-2007</td>
<td>$ 24,139,928</td>
<td>9.6%</td>
<td>$ 24,631,207</td>
<td>5.0%</td>
<td>$(491,279)</td>
<td>$ 0</td>
<td>$(491,279)</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$ 22,017,073</td>
<td>0.8%</td>
<td>$ 23,451,639</td>
<td>11.7%</td>
<td>$(1,434,566)</td>
<td>$(0)</td>
<td>$(1,434,566)</td>
</tr>
</tbody>
</table>

Note*** Annual operating budgets as presented include the balance being carried forward from prior fiscal year.
Analysis and Evaluation:

In the aftermath of the 2008 economic recession, the College concentrated its resources on the maintenance of instructional departments and student services and emphasized stability over innovation. Throughout the crisis, and despite diminished State funding, the District and the College remained fiscally solvent. The College establishes priorities to weather economic downturns, maximize student access, and uphold its financial viability. The influx of additional discretionary funding in the last couple years has permitted BPC to consider resource requests for growth and innovative programs.

In an effort to closely monitor its budget and develop strategies based on continued fiscal solvency, the College submits monthly budget projections to and holds quarterly meetings with the District CFO and staff. Independent annual audits further safeguard the College’s fiscal practices; in the event of an exceptional audit finding, the issue is quickly remedied.

The College has demonstrated sound financial planning and execution by consistently meeting enrollment targets within its allocated budget. The District allocation formula is based on enrollment and funds are disbursed for key areas such as maintenance and operations. Annual fiscal reports to ACCJC comprise key financial data spanning three years and provide an additional tool for financial self-assessment.

In the event of a project budget shortfall, the College develops strategies to reach a balanced budget and maintain fiscal solvency. The recommendations are presented to the Budget and Planning Committee for discussion and feedback. LAMC has been fiscally solvent with a
positive ending fund balance for the past six years.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.1-1  LAMC Final Budget of Unrestricted General Fund
III.D.1-2  LACCD Budget Allocation Model
III.D.1-3  Unrestricted General Fund by Sub-major Commitment Item
III.D.1-4  Restricted General Fund Appropriations
III.D.1-5  Unrestricted General Fund – Annual Open Orders and Ending Balances
III.D.1-6a-d Enrollment Reports
III.D.1-7  Unrestricted Gen Funds-10-year Trend
III.D.1-8  2015-2016 BPC Over Base Request Ranking Results
III.D.1-9  2015-2016 Budget Development Calendar

III.D.2
The institution’s mission and goals are foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

- The College mission and goals drive financial planning and constitute the bedrock of the program review* process (III.D.2-1),(III.D.2-2),(III.D.2-3).
- College processes revolve around monthly financial projections: these are reviewed by BPC on a monthly basis and all relevant information is shared with College constituents and College Council (III.D.2-4),(III.D.2-5).
- The allocation of resources is managed through the program review* process (III.D.2-6 through III.D.2-9).

Analysis and Evaluation:

The budgeting process and program review* provide effective means for the equitable and fiscally sound distribution of resources across College programs. Moreover, the District’s Budget Committee serves as a vehicle for the cohesive alignment between local financial and educational planning and District-wide goals.

The College has a transparent budget process and makes information readily available through monthly reviews and reports to the College and the District (III.D.2-10).

Resource funding requests routinely link goals and planning directly to the College mission. In fact, the connection with the College mission is a component in measuring the strength of a resource request in all program review* documents. All requests (personnel, supplies and
equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process.

LIST OF EVIDENCE

III.D.2-1 Integrated Planning at LAMC
III.D.2-3 Comprehensive Program Review – Social Science
III.D.2-4 LAMC Monthly Financial Projection
III.D.2-5 BPC Meeting Agenda
III.D.2-6 Program Review Process
III.D.2-7 Resource Request Form and Rubric
III.D.2-8 Scoring Rubric for Resource Requests
III.D.2-9 List of Prioritized and Funded Resource Requests
III.D.2-10 Unrestricted General Funds-10-year Trend

III.D.3
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

- The LACCD Board of Trustees establishes the budget calendar for each academic year. The College budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy (III.D.3-1).
- Departments may reallocate their budgets items between non-salary line items and request additional resources through the program review* process. (III.D.3-2).
- The College community has ample opportunities to participate in budget planning and development through program reviews* conducted in each unit. Additionally, all faculty and staff can access information on budget and planning through their constituency representation in shared governance committees (III.D.3-3), (III.3-4).
- The District consistently maintains adequate reserves to meet its cash flow obligations (III.D.3-5).

Analysis and Evaluation:

Consistent with their core value of fiscal stability, the District and College maintain sufficient cash flow and reserves in a self-insurance fund to meet all current and reasonably anticipated future obligations, including possible risk losses. Strategies for appropriate risk management and contingency plans to meet financial emergencies and unforeseen occurrences further assure the institution’s fiscal viability.

The program review* process guides College financial planning and budget development, including the prioritization of resource requests. Institutional planning takes place through a
variety of committees, including College Council and BPC, with representation from all constituency groups.

Each year, BPC sends out the prioritized resource requests list to the entire campus for review before the items are put to a vote at College Council. The College has developed transparent systems that provide appropriate opportunities for all faculty and staff to participate in the development of institutional plans and resource allocations.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.D.3-1     | Annual Budget Proposal Process          |
| III.D.3-2     | Program Review Process and Resource Request |
| III.D.3-3     | Budget and Planning website             |
| III.D.3-4     | College Council website                 |
| III.D.3-5     | LACCD 2015 Annual Audit                |

**III.D.4**

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Evidence of Meeting the Standard:**

- The District undergoes an independent annual audit to verify the accuracy of its financial statements and fiscal management practices as well as the effectiveness of its internal controls. When findings occur, corrections and improvements are implemented in a timely manner. In addition, the District conducts regular internal audits to assess its oversight of financial and information systems and uses the findings as a basis for improvement (III.D.4-1).
- The District’s budget process provides an effective financial management tool to weather periods of volatility in funding streams (III.D.4-2).
- The College relies on the District to provide resources for its general operations (III.D.4-3).
- Many departments have developed entrepreneurial opportunities and income streams; for example, the Health and Fitness Department provides opportunities to external parties to rent the LAMC Health and Fitness facilities (III.D.4-4).
- The College is in partnership with external agencies, such as LACOE and the Youth Policy Institute, to deliver contract education. These additional resources augment the unrestricted general fund. If additional, unexpected funds become available throughout the year, BPC recommends the manner in which these resources are allocated (III.D.4-5).
Analysis and Evaluation:

The District and College regularly evaluate financial management practices and make improvements as needed. In due course, the processes have become very effective and enable the institution to weather difficult economic periods.

Business functions, carried out under the supervision of the vice-president of administrative services, include payroll and personnel services, accounts payable and receivable, account reconciliation, requisitions, purchasing, contracts, and grants. Managers of externally-funded programs also meet with the business staff and administrators to ensure that financially sound and generally accepted accounting practices are routinely followed in such programs.

Financial planning is based on the evaluation of available resources and prioritization principles targeted toward College main objectives. The College continually strives for a fair distribution of resources based on its mission and collaborates closely with the District Office. Monthly projects, quarterly reviews of FTES objectives, and financial projections for evaluation guarantee the alignment of the College’s operations with the District objectives.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.4-1 LACCD 2015 Annual Audit
III.D.4-2 2015-2016 Final Budget-General Fund by Expenditure Class
III.D.4-3 LAMC Final Budget of Unrestricted General Fund
III.D.4-4 Trust Fund Charter for Health and Fitness
III.D.4-5 Contract with LACOE and Youth Policy Institute

III.D.5
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

LACCD:
The District has well-established and appropriate control 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),(III.D.5-2),(III.D.5-3).

b. Board Rule 7900 establishes the Internal Audit Unit as “an independent appraisal function within the LACCD to examine and evaluate the activities of the District...Internal Audit will report audit findings to the Board of Trustees’ Audit/Budget Committee no less than annually.” This Board Rule requires the Internal Audit Unit to ensure that “…financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices...internal accounting controls are adequate and effective...[and] operating policies promoting compliance...are enforced.” (III.D.5-4), (III.D.5-5),(III.D.5-6).

c. The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully informed when making policy recommendations to the Board of Trustees and Chancellor (III.D.5-7).

d. The Office of Budget and Management Analysis develops 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).

e. The District received an unmodified external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unmodified external audit reports for the past 30 years (III.D.5-9 through III.D.5-15).

f. To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise procedures to strengthen internal controls (III.D.5-16).

g. To ensure the District’s internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis (III.D.5-17 through III.D.5-24).

h. The Internal Audit unit conducted a 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).

i. The Central Financial Aid Unit (CFAU) continually monitors federal Perkins Loans and Nursing Loans. Student Financial Aid is audited annually by external auditors, as required by OMB Circular A-133, and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years (III.D.5-31).

LAMC:
- The District and College regularly evaluate financial management practices. At the
College, the vice-president of administrative services oversees all financial matters and reporting requirements.

- The College generates monthly financial status reports to evaluate its financial decisions and allocation of resources (III.D.5-26).
- Additionally, the College completes a quarterly financial and enrollment report that is sent to the District and to the State; the College Executive Team and the District Executive Team meet to review the quarterly financial status and compare projections on enrollment and budget (III.D.5-27).
- Financial information is disseminated on a monthly basis through BPC and posted on the BPC website. Departments’ budget information is linked to the BPC website (III.D.5-28).
- Internal controls of financial transactions are articulated in the Business Office Processes Manual. The manual is reviewed and updated annually and clearly spells out business staff’s duties (III.D.5-29).
- The District Audit Department performs an annual internal audit of the College cash controls (III.D.5-30).
- In addition to the Business Office, each department manages its own budget and may access to the budget transfer and purchase order system. Controls are in place relative to limited permissions and required approvals to assure financial integrity and accountability.

Analysis and Evaluation:

**LACCD:**
The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources. The District meets this Standard

**LAMC:**
The College employs proper controls in handling its resources. Each department receives information on its budget, may review it for accuracy, and reallocate funds among non-salary items. The evaluation of the College’s financial practices occurs during annual retreats, through the assessment of Service Area Outcomes (SAOs) and program review*.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.D.5-1  Board Rule 7608
III.D.5-2  Financial reports to the Board
III.D.5-3  Financial Reports to BFC and BFC Minutes
III.D.5-4  Board Rule 7900
Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

- Financial documents have a high degree of credibility and accuracy:
  - The vice-president of administrative services reviews all monthly projections before submitting them to the District chief financial officer/treasurer (III.D.6-1).
  - BPC regularly reviews the monthly financial projections at its meetings (III.D.6-2).
- The College ensures adequate budget for instruction. Instructional supplies and equipment budgets have remained intact since 2013. Furthermore, a few departments have received ongoing non-salary funding since 2014 (III.D.6-3),(III.D.6-4).
- Internal control systems are regularly evaluated and assessed through both internal and external audits. The District’s Internal Audit Department regularly reviews internal control systems and upholds all compliance criteria with Federal and State mandates. An external independent audit, conducted annually, includes an assessment of the financial
report, internal control systems, and compliance with federal and state programs (III.D.6-5).

Analysis and Evaluation:

The College reports its projected financial status to BPC on a monthly basis. The College holds instruction as its primary focus: in fact, instructional supplies and equipment budgets have remained intact since 2013. The College honors each unit’s prioritization of resource requests, recognizing that departments and divisions have the best information regarding their needs.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.6-1 LAMC Monthly Financial Projections
III.D.6-2 Minutes from PBC Meetings Regarding Review of Monthly Projections
III.D.6-3 Budget for Instructional Supplies and Equipment 2009 through 2015
III.D.6-4 List of Funded Resource Requests for FY 2013-2014
III.D.6-5 LACCD 2015 Internal Audit Report

III.D.7
Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

- At the end of each fiscal year, LACCD undergoes a District-wide independent external audit which is presented to the Board of Trustees and publically posted (III.D.7-1).
- In response to the District’s audit findings, the College prepares, whenever warranted, a corrective action plan (III.D.7-2).
- The District’s Internal Audit Department (IAD) conducts periodic internal audits at the College. These internal audits are focused on specific programs, areas, and/or departments. At the conclusion of IAD audits, the College receives a written report; based on the findings, the College may be required to develop a Corrective Action Plan (CAP) (III.D.7-2).
- Senior administration reviews the CAP and disseminates the information to the appropriate departments and committees for corrective action (III.D.7-4).

Analysis and Evaluation:

The College widely disseminates information on external audits and responds to its findings by making necessary changes to the financial plan, budget, and current and predicted budget conditions. In addition, periodic dissemination of information occurs during meetings with the academic department managers and administrative services.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

III.D.7-1 External Audit
III.D.7-2 Corrective Action Plan
III.D.7-3 LACCD 2015 Internal Audit Report, page XX
III.D.7-4 See III.D.7-1

III.D. 8
The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

LACCD:
The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness. Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency. Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle.

a. The District’s financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (see Standard III.D.5) (III.D.8-1).
b. Material weaknesses were identified in the District’s external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District’s corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5) (III.D.8-2).
c. Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee of the District Budget Committee (ECDBC), Board of Trustees and the CFO, and is used to evaluate and improve the District’s financial management and internal control systems (III.D.8-3),(III.D.8-4).
d. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5) (III.D.8-5).
e. The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program’s inception. The Bond Program has never received a qualified or modified audit (III.D.8-6 through III.D.8-9).
f. Material weaknesses were identified in the Bond Program’s financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls and. No material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014 (III.D.8-10),(III.D.8-11).

g. Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board’s FMPOC, and the District Citizens’ Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed (III.D.8-12),(III.D.8-13),(III.D.8-14).

h. The Board recently amended BR 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity (III.D.8-15).

i. The District’s Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff (III.D.8-16),(III.D.8-17).

j. In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District’s evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting of all expenditures, and strengthens the District’s financial and internal control systems (III.D.8-18 through III.D.8-22).

k. In FY 2011, the District updated and reissued its accounting manual, which was designed to “…assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.” The manual is disseminated and used districtwide and has resulted in better internal controls along with a reduction in transaction processing time (III.D.8-23).

LAMC:

- The District and College regularly evaluate financial management practices. The District employs financial analysts, internal auditors, and strong supervisory staff in the Business Services Office who assess fiscal activities (III.D.8-24).
- As previously mentioned in III.D.7, internal control systems are evaluated annually by both external and internal audits (See III.D.8-7).
- Annual program reviews of financial control systems unveil any needed improvements.
- The CFA and the vice-president of administrative services rely on communication with the business office staff and reports such as the monthly cash count to assess the validity of the financial control systems (III.D.8-25).

Analysis and Evaluation:

LACCD:
The District regularly evaluates its financial and internal control systems and assesses them for validity. The District substantially improved its internal controls in response to the ACCJC visiting team’s recommendation that “…the resolution of the material weakness and significant
deficiencies cited in the 2010 financial audit be fully effected by the completion of next year’s audit and appropriate systems be implemented and maintained to prevent future audit exceptions...” (III.D.8-26).

By February 2014, the ACCJC stated that “the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and…resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions.” The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised. The District meets this Standard (III.D.8-27).

**LAMC:**
The institution regularly evaluates its financial management practices and uses the results to improve internal control structures. Through evaluation and gradual improvement, the formulaic approach to the District’s budget process provides an effective financial management tool for fiscal stability.

Regular program reviews* evaluate the efficacy of systems and identify needed improvements. In addition, Specially Funded Programs undergo annual external audits to determine compliance with regulations.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.D.8-1   | LACCD 2015 Annual Audit Report |
| III.D.8-2   | LACCD 2014 Annual Audit Report |
| III.D.8-3   | BOT Agenda on Audit – 12/3/2014 |
| III.D.8-4   | BFC Minutes on Audit – 12/3/2014 |
| III.D.8-5   | See III.D.8-1 |
| III.D.8-6   | LACCD Bond Financial Audit, 6/30/09 |
| III.D.8-7   | LACCD Bond Financial Audit, 6/30/10 |
| III.D.8-8   | LACCD Bond Financial Audit, 6/30/11 |
| III.D.8-9   | LACCD Bond Financial Audit, 6/30/12 |
| III.D.8-10  | LACCD Bond Financial Audit, 6/30/13 |
| III.D.8-11  | LACCD Bond Financial Audit, 6/30/14 |
| III.D.8-12  | BOT Agenda – 12/XX/2014 and FMPOC Agenda – 11/19/2014 |
| III.D.8-13  | DCOC Agenda – 1/30/2015 |
| III.D.8-14  | DCOC Agenda – 3/132015 |
| III.D.8-15  | BOT Agenda – 6/24/2015 |
| III.D.8-16  | DBC Procurement Audits Summary Report – 6/10/2015 |
| III.D.8-17  | Procurement Training – 6/25/2015 |
| III.D.8-18  | SAP Business Warehouse Finance Screenshot |
| III.D.8-19  | SAP Business Warehouse HR Screenshot |
| III.D.8-20  | SAP Business Warehouse Instructional Screenshot |
III.D. 9
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

**LACCD:**
Between FY 2008-09 and 2012-13, the District experienced more than $100 million in funding cuts. The District made significant reductions in class offerings, changed employee health benefits plans, and instituted stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow, and healthy reserves which range from 13% to 17%.

**Cash Flow**
The District has a strong financial position. The Board reviews and adopts the District’s Final Budget every September (III.D.9-1),(III.D.9-2),(III.D.9-3).

a.  

<table>
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<tr>
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<th>2015-2016 Budget</th>
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<tr>
<td>Total Budget</td>
<td>2.87 billion</td>
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<td>Prop A, AA &amp; Measure J</td>
<td>$1.61 billion</td>
<td>1.87 billion</td>
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<tr>
<td>General Fund</td>
<td>$929.58 million</td>
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<td>Unrestricted General</td>
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<tr>
<th></th>
<th>June 30, 2014</th>
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<tr>
<td>Net position</td>
<td>$743.6 million</td>
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<td>Unrestricted net position</td>
<td>$34.7 million</td>
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<td>$295.5 million</td>
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<td>Current and other</td>
<td>$906 million</td>
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</table>

*Balances presented as restated due to implementation of GASB Statement No. 65 (III.D.9-4).

b. In December 2014, the District’s bond rating was upgraded by Standard and Poor’s from AA to AA+ (III.D.9-5).
c. Strong fiscal controls, coupled with an improved State economy, have left the District in a healthy financial condition. The District’s financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District’s Final Budgets (III.D.9-6 through III.D.9-12).

d. The District issued $80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, $80 million in principal and $1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future (III.D.9-13).

Reserves

e. District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained “…a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level” (III.D.9-14).

f. In FY 2012-2013, the District had increased reserves to: “…District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level” (III.D.9-15).

g. In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2% (III.D.9-16).

h. Since FY 2013-2014, the District has maintained “…a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.” (III.D.9-17),(III.D.9-18),(III.D.9-19).

i. For 2015-2016, the District’s General Reserve is $41.48 million and represents 6.5 percent of the Unrestricted General Fund revenue budget. The District’s Contingency Reserve is $23.42 million and represents 3.5 percent of the Unrestricted General Fund revenue budget (III.D.9-20).

j. The District Contingency Reserve is used to “…meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year.” Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307 (III.D.9-21 through III.D.9-24).

Risk Management

k. Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to $600 million and $40 million respectively. The District’s “All Risk” property deductible is $25,000 per occurrence, and liability self-insurance retention is $1.5M per occurrence. Trustees are covered by the District’s liability insurance (III.D.9-25).

l. The District is self-insured for up to $750,000 for each workers’ compensation claim, $1 million per employment practices claim, and $1.5 million for each general liability claim. The District maintains workers compensation insurance coverage through USI, with an excess workers compensation policy underwritten by Safety National (III.D.9-26).
m. For the year ending June 30, 2014, the District made total premium payments of approximately $2.9 million for general liability and property claims (III.D.9-13).

n. The Board adopted a policy on liability claims (Board Rule 7313) which requires that “all claims against the District for damages or injuries be reported to the Board of Trustees and administered by either the Office of General Counsel, the Senior Associate Vice Chancellor for Human Resources or the Director of Business Services, or their designees, as directed by the Chancellor.” (III.D.9-27).

o. A report of pending litigation is made monthly to the Board of Trustees and potential settlement funds are set aside. Any settlements approved by the Board of Trustees are then communicated in writing by General Counsel or Risk Management to the CFO’s office to formally allocate those funds (III.D.9-28).

Analysis and Evaluation:

**LACCD:**
The District has fully demonstrated its ability to maintain adequate reserves and continues to raise targeted levels to address future unforeseen needs. There has only been one instance of issuing TRANS debt within the last decade, and the District does not anticipate doing so again in the foreseeable future. The District meets this Standard.

**LAMC:**
Consistent with their core value of fiscal stability, the District and College maintain sufficient cash flow and reserves, maintained in a self-insurance fund, to meet all current and reasonably anticipated future obligations, including possible risk losses. Cash flows are projected, and in the past, TRANs have been used to ensure sufficient cash is available to sustain operations during periods when revenues are delayed. In recent years, however, the District has maintained sufficient cash flow and reserves to remain stable when the state implemented deferrals without the use of TRANs.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.D.9-1 | Final Budget 2015-2016 PowerPoint – 9/2/2015 |
| III.D.9-2 | Final Budget 2015-2016, 9/2/2015, Cover Letter, page i |
| III.D.9-6 | Final Budget 2009-2010, pages i and 1 |
| III.D.9-7 | Final Budget 2010-2011, pages i and 1 |
| III.D.9-8 | Final Budget 2011-2012, pages i and 1 |
| III.D.9-9 | Final Budget 2012-2013, pages i and 1 |
| III.D.9-10 | Final Budget 2013-2014, pages i and 1 |
| III.D.9-11 | Final Budget 2014-2015, pages i and 1 |
| III.D.9-12 | Final Budget 2015-2016, 9/2/2015, pages i and 1-9 |
III.D.9-20  Final Budget 2015-2016, 9/2/2015, page 8
III.D.9-21  Title 5, Section 58307
III.D.9-22  BOT Agenda – 4/11/2012
III.D.9-23  BOT Agenda – 7/10/2013
III.D.9-24  BOT Agenda – 7/9/2014
III.D.9-27  Board Rule 7313, updated 10/1/2008

III.D.9
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

LACCD:
The District practices effective oversight and management of all financial resources. It also continually evaluates and, where needed, improves its oversight of financial aid, grants, externally funded programs, contracts, foundations, auxiliary organizations and institutional investments and assets. The District has both centralized and decentralized practices to ensure effective oversight.

Centralized District Oversight
a. Purchasing: The District’s Contracts and Purchasing department procures goods and services not purchased directly by colleges. All contracts are reviewed to ensure they are in the District’s best interest in accordance with Board Rule 7100, as well as District policies and procedures related to procurement (III.D.10-1),(III.D.10-2),(III.D.10-3).
b. Institutional Investments and Assets: The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements (III.D.10-4),(III.D.10-5).
c. Budget Oversight: In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process. The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws. The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending (III.D.10-6 through (III.D.10-9).
d. Financial Aid: The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student
loan programs, and provides guidance to college administrators and Financial Aid managers 
(III.D.10-10).

e. Specialized Employees: The District has specialized employees who manage categorical,
grants, and externally funded programs. Employees in the Specially Funded Program (SFP)
classification establish operational policies and procedures for externally funded programs,
and ensure compliance with all applicable rules and regulations (III.D.10-11).

f. All grant and externally funded programs also have a dedicated SFP (Specially Funded 
Program) accountant assigned to fiscal monitoring and oversight (III.D.10-12).

g. Audits: Annual external audits are performed on all special or external funds, including 
Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital 
bond programs (see Standard III.D.5). All special funds are regularly audited and 
demonstrate the integrity of financial management practices. Expenditures from special funds 
are made in a manner consistent with the intent and requirements of the funding source 
(III.D.10-13).

h. Auxiliary Organizations: The District Foundation is the sole auxiliary organization for 
which the District is directly responsible. In March 2015, the Chancellor created a Senior 
Director of Foundation position for the District. This position is tasked with strengthening 
and standardizing foundation operations, procedures and policies; improving compliance 
with nonprofit regulations; strengthening District and college foundation’s infrastructure, and 

Decentralized District Oversight

i. Fiscal and Enrollment Management: District fiscal and attendance accounting staff meet 
with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal 
projections, providing a framework for sound college enrollment and financial practices 
(III.D.10-17),(III.D.10-18).

j. Auxiliary Organizations: All college foundations have operating agreements with the 
District. Foundations are required to provide regular financial reports, reimburse the District 
for services, and operate in accordance with State law and District and nonprofit regulations 
(III.D.10-19).

k. College foundations receive annual external audits as required by law. Any identified 
deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In 
addition, all LACCD foundations received internal audits in 2013-14, which will continue on 
a recurring basis. Internal auditors highlighted findings common to all foundations, and 
recommended corrective actions, which are scheduled to be completed by Fall 2015 
(III.D.10-20),(III.D.10-21).

l. Student ASO Funds: Finances for Associated Student Organizations (ASOs) are governed 
by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7. College Presidents 
review and approve all proposed ASO expenditures. Beginning in 2014-15, a schedule of 
internal audits for college ASOs was established by the Internal Audit unit. As the internal 
audits are completed, outcomes will be completed and reported to the BFC (III.D.10-22 
through (III.D.10-25).

LAMC:

• Bank statements are reconciled by College and District staff.
• Both the College and the District have policies, procedures and practices to manage 
financial aid (III.D.10-26),(III.D.10-27).
• The College and the District have staff dedicated to the oversight and reporting of categorical grants and specially funded programs. Contractual relationships are managed through College oversight and District Contract and Legal Departments (III.D.10-28).
• The College and the LAMC Foundation oversee Foundation practices and finances. The District provides additional oversight for the Foundation (III.D.10-29),(III.D.10-30), (III.D.10-31).
• The chief financial administrator and vice-president of administrative services review the status of all funds on a quarterly basis and report any concerns to the area vice-president. Previous internal audits revealed some weaknesses in the Foundation and in the area of cash control and purchasing; all issues have been addressed (III.D.10-32).
• College financial aid processes are effective and have had no external audit findings since 2011 (III.D.10-33).

Analysis and Evaluation:

**LACCD:**
The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center (ESC) identify and correct deficiencies in internal controls and financial management practices when they are identified. Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations. The District meets this Standard.

**LAMC:**
Organizationally, the District plays a major role in the financial administration of the College, providing expertise and independent oversight in the areas of accounting, budgeting, risk management, payroll, purchasing, and grants and contracts functions (LACCD District Organization Chart).

The District allocates resources using a formula-driven approach that ensures an efficient and equitable distribution while maintaining a balanced budget for prudent fiscal management. In addition, the SAP financial system provides tools and reports that facilitate effective control over finances. The College Business Office uses the system to monitor budget availability for requests before they are sent to the District, detecting and correcting exceptions at the College level.

In addition to budget controls, employees responsible for the oversight of categorical programs or grants are required to certify on requisition forms that all purchases comply with specific program requirements. All long-term financial and contractual commitments must be reviewed and authorized by the District before approval or recommendation to the Governing Board. The Authorized Signer List specifically identifies positions authorized to sign various documents.

The Citizens’ Bond Oversight Committee oversees the spending of general obligation bonds in compliance with Proposition 39. Bond funds undergo an annual performance audit by an independent auditor. Revenue collections are subject to identified internal control procedures as
well. The District’s internal auditors review all internal controls of receipts, expenditures, and data security.

Finally, the District and colleges hold a monthly CFA? and vice-presidents of administrative services meeting to evaluate and resolve system problems. The issues discussed by these groups encompass general financial operating controls and technology. These forums have proven to be particularly effective in identifying areas of weaknesses and initiating improvements.

ACTIONABLE IMPROVEMENT PLAN

A quarterly report of all funds to the executive team will make College finances more transparent.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.10-1  Board Rule 7100
III.D.10-2  Board agenda – 6/10/2015
III.D.10-3  Business Operations Policy and Procedures, PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09
III.D.10-6  Board Rule 7600
III.D.10-7  District Budget Operational Plan Instructions 2015-2016
III.D.10-8  District Budget Calendar 2015-2016, 6/26/2015
III.D.10-9  College Financial Liaison Contact List 2015-2016
III.D.10-10  Financial Aid Procedures Manual
III.D.10-11  SFP Classifications
III.D.10-12  SFP Accountant List – 6/2015
III.D.10-13  LACCD Annual Audit – 6/30/2014, pages 73-81, 86-90
III.D.10-14  Senior Director of Foundation Job Description – 3/24/2015
III.D.10-16  Presidents’ Council Agenda – 6/5/2015
III.D.10-17  Budget Expenditure Projections, 2nd Quarter 2008-2009
III.D.10-18  ELAC2Q Recap Packet – 3/12/2015
III.D.10-19  LACC Foundation Contract – 6/2015
III.D.10-20  Foundation Internal Audit Summary – 4/23/2014
III.D.10-21  Foundation Corrective Action Plans – 9/17/2014
III.D.10-22  Board Rule 9200-9300
III.D.10-23  Admin Regulations S-1 to S-7
III.D.10-25  Budget & Finance Committee Documents – 4/15/2015 ASO Audits
III.D.10-26  LACCD Regulations: Financial Assistance to Students
<table>
<thead>
<tr>
<th>Number</th>
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<td>III.D.10-27</td>
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<td>III.D.10-28</td>
<td>LACCD Procurement Training 2015 Presented by ESC Contracts and Purchasing</td>
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<td>III.D.10-29</td>
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<td>LACCD BoT/Budget &amp; Finance Committee Minutes</td>
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<tr>
<td>III.D.10-33</td>
<td>LACCD Report on the Audited Basic Financial Statements</td>
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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).

b. The District has maintained a history of positive net position. As of June 30, 2015, the District’s total net position was $743.6 million, an increase of $43.1 million over June 30, 2013 (see Standard III.D.9) (III.D.11-X).

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).

d. The District uses its existing governance structure to exchange information and seek recommendations from the Board’s Budget and Finance Committee in order to ensure budget priorities align with the District’s Strategic Plan’s goals, Board of Trustees’ goals, and the Chancellor’s recommendations (III.D.11-3).

e. The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform the District’s next fiscal year’s budget (III.D.11-4).

f. Similarly, the DBC, the Chancellor’s Cabinet, and the Chancellor make budget recommendations to the Board Budget and Finance Committee (BFC), prior to adoption of the final budget (III.D.11-5).

g. The District’s budget planning priorities are informed by the Chancellor’s proposed recommendations, the funding of the District’s reserve policy, the alignment with the 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).
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).

i. In June 2015, the Chancellor recommended that the Board Finance Committee (BFC) approve $3.9 million for the completion and roll-out of the District’s Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and $2.5 million in critical facility infrastructure repair and maintenance at the ESC in the 2015-2016 budget. This $6.5 million investment is in line with District’s Strategic Plan and Board goals which support student success. The Board’s subsequent approval involved consideration for the District’s long-range financial priorities while balancing short- and long-term operational needs (III.D.11-8).

**LAMC:**
- Long-term liabilities such as debt repayment, retiree health benefits obligations, and insurance costs are managed at the District level (III.D.11-9).
- Based on the funding and spending projections generated by the District finance staff, the College clearly identifies, plans, and allocates resources for payment of liabilities. The College continues to carefully control unfunded Full-Time Equivalent Students (FTES) and reduces variable labor costs, controls expenditures for supplies and equipment, and minimizes losses incurred in restricted programs
- The District advises the colleges on their obligations to hire full-time faculty to fulfill the Faculty Obligation Number (FON).

**Analysis and Evaluation:**

**LACCD:**
The District adheres to well-considered reserve and fiscal management policies which are congruent with the District’s Strategic Plan, and ensure financial solvency in the short- and long-term. The proposed 2015-16 budget reflects a $65.43 million projected ending balance. The District meets this Standard.

**LAMC:**
The College’s short-range financial decisions are well integrated with long-term financial plans in the areas of facilities and infrastructure development, instructional technology investments, enrollment management, and hiring decisions. BPC reviews and prioritizes routine budget augmentations based on the Strategic Master Plan and subsequently makes recommendations to the College Council for approval.

The College enjoys a strong financial position and is able to meet its short- and long-term obligations. The District’s non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District such as compensated absences, general liability workers’ compensation, and other post-retirement employee benefits (III.D.11-10).
Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

III.D.11-3  Final Budget 2015-2016, 9/2/2015, pages 1-10  
III.D.11-5  DBC Minutes – 4/22/2015  
III.D.11-6  Final Budget 2015-2016 PowerPoint, 9/2/2015, pages X  
III.D.11-7  Final Budget 2015-2016 PowerPoint, 9/2/2015, pages 8  
III.D.11-9  LACCD OPEB Funding Progress  
III.D.11-10 Unrestricted Gen Funds-10-year Trend

**III.D.12**  
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:

**LACCD:**  
The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

a. District Budget and Planning Committee policies 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) (III.D.12-10).

b. The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District’s total long-term liabilities were $3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers’ compensation claims, general liability, compensated absences, and capital lease obligations (III.D.12-11).

c. The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles (III.D.12-2).

d. The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its postretirement health benefits (III.D.12-3).
e. In February 2015, the BFC reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums (III.D.12-4).

f. In every year to date, the District’s employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law (III.D.12-5).

g. The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, approved by the District’s six unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92% of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund (III.D.12-6).

h. As of March 31, 2015, the District had set aside approximately $57.3 million in an external trust fund and its fair market value for this same period was approximately $77.5 million. In June 2015, the BFC approved the Chancellor’s recommendation to increase the District’s OPEB contribution as part of its 2015-16 budget (see III.D.11) (III.D.12-7).

i. The District has allocated appropriate resources for the payment of workers’ compensation. The District is self-insured for up to a maximum of $750,000 for each workers’ compensation claim and $1 million per employment practices claim (see Standard III.D.9) (III.D.12-12).

j. The balance of all outstanding workers’ compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9).

k. Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District’s current workers’ compensation liability is $5 million (see Standard III.D.9) (III.D.12-11).

l. Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also “…does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service…” (III.D.12-8), (III.D.12-9).

Analysis and Evaluation:

The District’s short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year. The District meets this Standard.
The process used in computing claims liabilities does not necessarily result in an exact amount because actual claim liabilities depend on complex factors such as inflation, changes in legal doctrines, and damage awards. Liabilities for incurred losses to be settled by fixed or reasonably determinable payments over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of District’s current workers’ compensation liability is $5 million. The District’s strong financial position covers these obligations.

**LIST OF EVIDENCE**

III.D.12-3 Postretirement Health Benefits Actuarial Valuation – 7/1/2013
III.D.12-4 Future Costs Analysis, Budget & Finance Committee Meeting – 2/11/2015
III.D.12-6 LACCD Board Agenda and Minutes, Com. No. BF2, 4/23/2008
III.D.12-7 CalPERS Quarterly Financial Statement – 3/31/2015
III.D.12-8 Board Rule 101001.5
III.D.12-9 Board Rule 101020
III.D.12-10 District Budget and Planning Committee Policy
III.D.12-11 LACCD 2015 Annual Audit Report
III.D.12-12 LACCD District Insurance Premium

**III.D.13**

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:

**LACCD:**
The District does not currently have any locally incurred debt, nor has it had any during the past thirty years.

**LAMC:**
There are no locally incurred LAMC debt instruments.

Analysis and Evaluation:

Not applicable as LAMC does not have any debt instruments incurred at the Campus level.
III.D.14
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

LACCD:
The District has numerous rules, regulations, and standing procedures to ensure proper use of funds consistent with their intended purpose. Regulations are updated regularly, and both internal and external audits are conducted on an annual basis, allowing the institution to identify and promptly correct any deficiencies in internal controls and ensure financial resources are well managed and used with integrity and in accordance with their intended purpose.

a. District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5) (III.D.14-1 through III.D.14-6).

b. Administrative Regulations governing auxiliary organizations’ management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations governing Associated Student Organization funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District’s “Business Office & Accounting Policies and Procedures Manual“ is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8) (III.D.14-7), (III.D.14-8), (III.D.14-9).

c. The Board reviews and approves issuance of additional general obligation bond funds. The District’s annual external audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8) (III.D.14-10 through III.D.14-13).

d. Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV: student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance (III.D.14-14).

e. Board Rules 7608 and 7900 articulate the authority and responsibility of the CEO in overseeing compliance of the District’s financial management and internal control structure with existing Board policy, State and Federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5) (III.D.14-15).
f. The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5) (III.D.14-16).

Analysis and Evaluation:

**LACCD:**

Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years, and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes. The District has not issued any Certificates of Participation since December 2009. The District meets this Standard.

**LAMC:**

The audits performed by the external auditors resulted in unqualified opinions for over a decade. The College has had no audit findings since 2011. Internal audits resulted in some areas of weaknesses being identified and corrective action plans have been implemented to address any deficiencies.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| III.D.14-1 | LACCD Financial Audit, 6/30/2014, pages 82-85 |
| III.D.14-2 | LACCD Financial Audit, 6/30/2013, pages 83-85 |
| III.D.14-3 | LACCD Financial Audit, 6/30/2012, pages 74-82 |
| III.D.14-4 | LACCD Financial Audit, 6/30/2011, pages 72-73 |
| III.D.14-5 | LACCD Financial Audit, 6/30/2010, pages 70-74 |
| III.D.14-6 | LACCD Financial Audit, 6/30/2009, pages 78-81 |
| III.D.14-7 | Administrative Regulations AO-9 to AO-19 |
| III.D.14-8 | Administrative Regulations S-1 to S-7 |
| III.D.14-10 | LACCD Bond Financial Audit, 6/30/2014, pages 8-10 |
| III.D.14-11 | LACCD Bond Financial Audit, 6/30/2013, pages 8-9 |
| III.D.14-12 | LACCD Bond Financial Audit, 6/30/2012, pages 8-10 |
| III.D.14-13 | LACCD Bond Financial Audit, 6/30/2011, pages 8-9 |
| III.D.14-14 | CFAU Flow Chart/Evidence |
| III.D.14-15 | Board Rule 7608 and 7900 |
| III.D.14-16 | LACCD 2015 Internal Audit Report |
III.D.15
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirement, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

- The District is subject to an annual OMB A-133 audit to determine District compliance with major Federal programs such as Title IV. For FY2013, the District received an unmodified opinion and was deemed compliant with all requirements described in the OMB Circular A-133 Compliance Supplement (III.D.15-1).

Analysis and Evaluation:

The College monitors and manages its funds with integrity, as evidenced by no negative findings in the past three years’ external audits.

The most current (FY2012) official three-year Cohort Default Rate (CDR) for the College is 16.4%. Consequently, the College collaborates with the District’s Central Financial Aid Unit (CFAU) for default prevention. The District is contracted with a third-party entity to use its Borrower Connect cohort management software/service.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.15-1 LACCD OMB A-133 Compliance Audit
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 of administrative services (VPAS) signs off on all contract requests to ensure all contracts are consistent with the College’s mission and goals (III.D.16-1).
- The LACCD Board of Trustees requires that all contracts be ratified within 60 days of the start of the contract (III.D.16-2).
- The VPAS ensures that all contract provisions maintain the integrity of programs, services, and operations (III.D.16-3).

Analysis and Evaluation:

The VPAS reviews and approves all contracts to ensure their alignment with the College mission.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

III.D.16-1 Contract Request Forms Signed by the Vice President Administrative Services
III.D.16-2 LACCD Board of Trustees Policy on Ratifying Contracts within 60 days
III.D.16-3 LACCD Procurement Training – 6/2015
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A DECISION-MAKING ROLES AND PROCESSES

IV.A.1
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard:

- The College’s shared governance process allows the opportunity to create and encourage innovative ideas, practices, and programs within the goals of the College and the mission (IV.A.1-1).
- Ideas for improvement from focus groups and surveys are planned and implemented effectively (IV.A.1-2a-b), (IV.A.1-3),(IV.A.1-4).
- Ideas for improvement from program reviews* are evaluated through systematic participative processes to assure effective planning and implementation (IV.A.1-5 though IV.A.1-8).

Analysis and Evaluation:

The College has a well-defined process that encourages innovation leading to institutional excellence. Through the shared governance planning process faculty, staff, students and administrators have an opportunity to forward initiatives that improve practices, programs, and services (IV.A.1-1). For instance, in 2014 the faculty and staff survey identified several issues that were later explored in College focus groups (IV.A.1-2a-b). The innovative ideas that emanated from the focus groups were then approved by the College Council for implementation. As another example, several recommendations from the classified staff led to the adoption training programs (IV.A.1-3),(IV.A.1-4).
Annual program reviews* conducted by the divisions of academic affairs, student services, and administrative services encourage innovative ideas for consideration by the shared governance planning committees (IV.A.1-5). For instance, in FY 2014-2015 the student services program review recommended the hiring of an Associate Dean for Disabled Student Program & Services (IV.A.1-6),( IV.A.1-7).

Another example of improvement through a systematic participatory process is the multimedia program’s establishment of articulation to facilitate career pathways from local high schools to the College, minimizing repetitive coursework while granting college credit. As a result, the Academic Senate resolved to waive the 12-unit residence requirement for students participating in this pathway (IV.A.1-8).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| IV.A.1-1 | Shared Governance Handbook |
| IV.A.1-2a | Faculty/Staff Survey |
| IV.A.1-2b | Classified Focus Group |
| IV.A.1-3 | President Meeting with Classified Groups |
| IV.A.1-4 | Agenda of classified shared governance training |
| IV.A.1-5 | Program Review Processes implemented by LAMC |
| IV.A.1-6 | Student Services Program Review |
| IV.A.1-7 | Hiring of Associate Dean for DSPS |
| IV.A.1-8 | Academic Senate Minutes for Multimedia Pathway |

**IV.A.2**
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Evidence of Meeting the Standard:**

- The College has established policies and procedures for administrators, faculty, students, and staff to participate in the shared governance process (IV.A.2-1),(IV.A.2-2a-b),(IV.A.2-3),(IV.A.2-4),(IV.A.2-6),(IV.A.2-7).
- The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes (IV.A.2-5).
- Individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees (IV.A.2-8).
Analysis and Evaluation:

The College has established policies and procedures for broad participation in College decision-making (IV.A.2-1). In addition, employee unions specify their role in shared governance planning and decision-making committees (IV.A.2-2a-b).

The Associated Student Organization (ASO) constitution and by-laws outlines students’ role in serving on all shared governance planning committees (IV.A.2-3),(IV.A.2-4), (IV.A.2-5). The ASO President is a member of the College Council and has a standing report to submit on the monthly College Council agenda (IV.A.2-6). ASO student members participate in all shared governance committees as well as the College Foundation.

Special purpose committees are also clearly outlined in College policies and procedures. For instance, program viability* committees are assembled by the Academic Senate to review and examine the viability of academic programs (IV.A.2-7). Recently a special purpose ad-hoc committee was organized to review the viability of Cooperative Education and recommended its suspension. The program was subsequently placed on a two-year moratorium pending further study of College programs that provide practical work experience for students enrolled in various disciplines (IV.A.2-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>IV.A.2-1</td>
<td>Shared Governance Handbook</td>
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<tr>
<td>IV.A.2-2a</td>
<td>Los Angeles College Faculty Guild Contract</td>
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<tr>
<td>IV.A.2-2b</td>
<td>College Staff Guild Contract</td>
</tr>
<tr>
<td>IV.A.2-3</td>
<td>ASO Constitution</td>
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<tr>
<td>IV.A.2-4</td>
<td>Student Focus Group</td>
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<td>IV.A.2-5</td>
<td>Social Media Initiative – Christine</td>
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<td>IV.A.2-6</td>
<td>ASO Reports to College Council</td>
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<td>IV.A.2-7</td>
<td>Program Viability Process</td>
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<tr>
<td>IV.A.2-8</td>
<td>Cooperative Education Program Review Report</td>
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IV.A.3
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard:

- Through policy and procedures, administrators and faculty have a substantive and clearly defined role in institutional governance (IV.A.3-1),(IV.A.3-2).
- Administrators and faculty have a voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise (IV.A.3-3),(IV.A.3-4a-g),(IV.A.3-5),(IV.A.3-6),(IV.A.3-7).
Analysis and Evaluation:

Shared governance committees provide administrators and faculty a substantive and clearly defined role in institutional governance (IV.A.3-1). The composition of the shared governance committees is defined in their individual charters and each committee is co-chaired by a faculty and administrator (IV.A.3-2),(IV.A.3-3). With the full participation of faculty, administrators, staff, and students shared governance committees encourage their voices in policies, procedures, and planning (IV.A.3-4).

Full participation of faculty, administrators, staff, and students is further evidenced by the annual resource allocation and program review* processes (IV.A.3-5). Requests ranked by vice-presidents in their respective programs are forwarded to the Budget and Planning Committee (BPC) for consideration (IV.A.3-6). The College Council subsequently reviews BPC recommendations and submits the approved requests to the College President (IV.A.3-7).

At the annual strategic planning retreat convened by the College Council an evaluation of the resource allocation process was completed. The evaluation concluded that there needs to be some modification to the process. The modifications approved by the College Council were: (IV.A.3-8).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.A.3-1   Shared Governance Handbook
IV.A.3-2   List of Shared Governance Committee Chairs
IV.A.3-3   Facilities Planning Committee
IV.A.3-4a  Shared Governance Charters
IV.A.3-4b  Budget & Planning Charter
IV.A.3-4c  Educational Planning Committee Charter
IV.A.3-4d  Facilities Planning Committee Charter
IV.A.3-4e  Professional and Staff Development Committee Charter
IV.A.3-4f  Student Support Services Committee Charter
IV.A.3-4g  Technology Committee Charter
IV.A.3-5   Resource Allocation Model
IV.A.3-6   Budget and Planning Rubric
IV.A.3-7   Budget and Planning Recommending Allocations
IV.A.3-8   Resource Allocation Model
IV.A.4
Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
- Faculty and academic administrators have responsibility for shared governance, recommendations about curriculum and student learning programs (IV.A.4-1 through IV.A.4-7).
- Faculty and academic administrators have a responsibility for recommendations about student services (IV.A.4-8).
- Faculty and academic administrators, through policy and procedures, and through well-defined structures, participate in institutional decision-making through the shared governance process (IV.A.4-9).

Analysis and Evaluation:

The shared governance process is the primary mechanism by which all campus constituents participate in decision making. The shared governance committee structure chart illustrates the lines of communication and decision-making (IV.A.4-1),(IV.A.4-2).

Full-time faculty are contractually required to participate in at least one committee (IV.A.4-9); furthermore, all committees enjoy sufficient administrative presence and support. Faculty and academic administrators make recommendations about curriculum and student learning programs through: the curriculum* committee (IV.A.4-3); the educational planning committee* (EPC) (IV.A.4-4); the program review oversight committee* (PROC) (IV.A.4-5); the academic senate (IV.A.4-6); and the learning outcomes and assessment committee* (LOAC) (IV.A.4-7). Recommendations about student services occur through the student support services committee (SSSC) (IV.A.4-8).

Recommendations of various shared governance committees are communicated to College Council and taken under advisement by the President.

Los Angeles Mission College meets this standard.

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<tr>
<td>IV.A.4-1</td>
<td>Shared Governance Committee Structure</td>
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<td>Academic Senate roles and responsibilities</td>
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<td>Learning Outcomes Assessment Committee (LOAC) Charter</td>
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<td>IV.A.4-8</td>
<td>Student Support Services Committee</td>
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<tr>
<td>IV.A.4-9</td>
<td>Shared Governance Process</td>
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IV.A.5
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

- Board policies inform the structure of shared governance (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).
- Institutional governance is embodied in the College Council structure and the annually updated Strategic Master Plan* (IV.A.5-3),(IV.A.5-4).
- The appropriate consideration of relevant perspectives and decision-making is reflected in shared governance committees’ membership (IV.A.5-5 through IV.A.5-9).
- Institutional plans, policies, curricular change, and other key considerations occur through the curriculum* committee and College planning documents (IV.A.5-4),(IV.A.5-10),(IV.A.5-12).

Analysis and Evaluation:

The LACCD Board of Trustees recognizes the academic senate as a representative of faculty opinions and as a consulting body on curriculum* development (See IV.C.1-7 and IV.C.1-8) (IV.A.5-1),(IV.A.5-2).

College Council is a recommending body that oversees the coordination of institutional planning and the development of procedures and evaluation criteria for reviewing the College’s mission, priorities, and effectiveness (IV.A.5-3),(IV.A.5-4).

Membership in shared governance committees is designed to ensure the inclusion of relevant perspectives and required expertise in the consideration of key campus issues (IV.A.5-5 through (IV.A.5-9).

The following shared governance committees, included in the expanded glossary, oversee institutional plans, policies, and curricular change:

- The curriculum* committee recommends policies and champions all matters related to curriculum (IV.A.5-10).
- PROC* shepherds all matters related to the development, dissemination, timelines, and peer validation for program review* and, with the support of OIE, analyzes the linkage of assessment outcomes with institutional effectiveness (IV.A.5-11).
- EPC* guides the College through the process of educational planning (IV.A.5-12).

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

IV.A.5-1 Los Angeles Community College District Board of Trustees Rules, Chapter XVIII, Article 1
IV.A.5-2 Los Angeles Community College District Administrative Regulation E-64 – Procedures for Development and Approval of New Educational Programs and Options
IV.A.5-3 College Council Charter
IV.A.5-4 Strategic Master Plan
IV.A.5-5 Program Review Oversight Committee
IV.A.5-6 Academic Senate Membership
IV.A.5-7 Educational Planning Committee
IV.A.5-8 Facilities Planning Committee
IV.A.5-9 Student Support Services Committee
IV.A.5-10 College Curriculum Committee
IV.A.5-11 Program Review Oversight Committee
IV.A.5-12 Educational Planning Committee

IV.A.6
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

- The President documents and communicates the processes for decision-making and resulting policies (IV.A.6-1),(IV.A.6-2).
- Decision-making processes and outcomes are communicated by way of the Shared Governance Handbook, Strategic Master Plan, College Council action items, the Weekly Mission online newsletter, minutes of shared governance committees, and campus training (IV.A.6-3 through IV.A.6-11).

Analysis and Evaluation:

The College makes documents relevant to processes and decisions readily available to its constituents and general public:

- The President’s Corner features video recordings of town hall meetings, presentations given to the campus, and state of the College presentations (IV.A.6-1),(IV.A.6-2).
- The principles of shared governance are described in the Shared Governance Handbook (IV.A.6-3). Furthermore, the shared governance oversight committee (SGOC) provides campus-wide training on shared governance principles (IV.A.6-10),(IV.A.6-11).
- Planning decisions are delineated in the Strategic Master Plan and posted on the OIE website (IV.A.6-4),(IV.A.6-5).
- College Council action items are shared electronically on the College website and featured in the Weekly Mission (IV.A.6-6),(IV.A.6-7). The Weekly Mission is an electronic newsletter disseminated via College listserves (IV.A.6-8).
Minutes, agendas, and action items generated in shared governance committees can be accessed from the Faculty/Staff portal (IV.A.6-9).

Los Angeles College meets this standard.

**LIST OF EVIDENCE**

| IV.A.6-1    | President’s Corner          |
| IV.A.6-2    | LAMC Town Hall Meeting – 9/23/2014 |
| IV.A.6-3    | Shared Governance Handbook  |
| IV.A.6-4    | Strategic Master Plan       |
| IV.A.6-5    | Office of Institutional Effectiveness |
| IV.A.6-6    | College Council Agendas and Meeting Minutes |
| IV.A.6-7    | College Council Action Items 2011 to Present |
| IV.A.6-8    | Sample of Weekly Mission Bulletin |
| IV.A.6-9    | Academic Senate and Work Environment Committee |
| IV.A.6-10   | Shared Governance Training Sign-In Sheet |
| IV.A.6-11   | Shared Governance Training Video |

**IV.A.7**
Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

- The overall effectiveness of the shared governance structure is appraised by SGOC on an annual basis. In addition, each shared governance committee undergoes an annual self-evaluation as well as an external assessment by SGOC (IV.A.7-1, IV.A.7-2).
- The College conducts college-wide surveys and focus groups to evaluate collegial governance and decision making (IV.A.7-3, IV.A.7-4, IV.A.7-8).
- The College widely communicates the results of these evaluations and uses them as the basis for improvement (IV.A.7-5, IV.A.7-6, IV.A.7-7a-c).

Analysis and Evaluation:

The College utilizes a number of survey instruments and focus groups to assess the integrity and effectiveness of its shared governance committee structure:

- The annual shared governance committee self-evaluations are submitted to College Council, providing a forum for dialog and an avenue for improvement (IV.A.7-1).
- SGOC’s spring 2014 assessment of the shared governance process resulted in seven recommendations and a marked improvement in College decision-making processes (IV.A.7-2).
The fall 2014 faculty/staff survey revealed a positive view of decision-making processes but also highlighted the necessity for improved training in collegial governance (IV.A.7-3). Proficiency gaps in matters related to governance were further explored in four hour-long focus groups and action items developed to mitigate those gaps (IV.A.7-4), (IV.A.7-5), (IV.A.7-6). Many of the action items were implemented in spring 2015 and updates communicated to the campus community via emails, the Weekly Mission newsletter, and a town hall meeting (IV.A.7-7a-c).

Student focus groups were conducted in Spring 2015 to complete the evaluation process by all campus constituencies; a summary of the student group responses indicated the need for further participation by student leaders in shared governance (IV.A.7-8).

Minutes and agendas for all shared governance committees are posted on the College website and all meetings are accessible to the campus community and public.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| IV.A.7-1 | Shared Governance Committees Self and External Evaluations |
| IV.A.7-2 | Shared Governance Oversight Committee 2013-2014 Self Evaluations of Shared Governance Committees and Recommended Actions |
| IV.A.7-3 | LAMC Faculty/Staff Survey – Fall 2014, pages 30-34 |
| IV.A.7-4 | Fall 2014 Focus Group Summaries – Classified, Supervisors, Faculty, Department Chairs |
| IV.A.7-5 | College Council Agenda and Meeting Minutes – 1/29/2015 and Focus Group Actions |
| IV.A.7-6 | Email from College President – 2/3/2015 |
| IV.A.7-7a | Emails from College President – 2/9/2015, 2/16/2015, 2/23/2015, and 3/2/2015 |
| IV.A.7-7b | Weekly Mission Newsletter – 4/27/15 |
| IV.A.7-7c | Town Hall Meeting Presentation – 3/3/2015 |
| IV.A.7-8 | Student Focus Groups Summary |
IV.B. CHIEF EXECUTIVE OFFICER

I.V.B.1
The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

- The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution (See IV.C.3-9, IV.C.3-17, and IV.C.3-18) (IV.B.1-11).
- The CEO provides effective leadership in budgeting and in selecting personnel (See also IV.C.1-13 to 17) (IV.B.1-1 through IV.B.1-3),(IV.B.1-6 through IV.B.1-8),(IV.B.1-10).
- The CEO provides effective leadership in planning and assessing institutional effectiveness (IV.B.1-4),(IV.B.1-5),(IV.B.1-9).

Analysis and Evaluation:

The CEO, in consultation with the administrative services unit, the budget and planning committee* (BPC), and College Council, maintains primary authority over College budgets. College Council serves as an advisory body to the CEO and holds the responsibility of vetting the BPC* input pertaining to prioritized funding requests generated from unit program reviews*.

The President’s participation in District budget and human resources groups aligns College processes with District budget, facilities, and personnel policies (See also IV.C.1-13 to 17), (IV.B.1-2a-b). Furthermore, the CEO ensures the College’s adherence to all District and local hiring guidelines (IV.B.1-3) and exercises leadership, in coordination with academic affairs, the academic senate, and the faculty union, in matters related to professional development, faculty evaluations, and the tenure process (IV.B.1-6).

Monthly meetings with the academic senate’s executive committee, joint consultation meetings with union leadership, shared governance meetings, College Council reports, town hall meetings, weekly email messages, and Monte’s Minutes are a sampling of the many avenues through which the President demonstrates ongoing engagement with and effective leadership of the campus community (IV.B.1-5). Surveys, service area outcomes* (SAO), program learning outcomes* (PLO), and SGOC provide vehicles for institutional self-assessment and culminate in LAMC’s Annual Mission Learning Report and Institutional Effectiveness Report (IV.B.1-4),(IVB1-9). These reports are aligned with the District and College Strategic planning goals and incorporate Score Card indicators and Institutional Effectiveness Participation metrics in the College’s self-evaluation.

The final decision for all personnel hires, including tenure-track faculty, rests with the President. A faculty prioritization list, generated each fall by the academic senate, assists the CEO in determining the number of new or replacement positions and the disciplines to which they are allocated (IV.B.1-7). The prioritization process, instituted four years ago and undertaken on an
annual basis, has been very effective in promoting transparency and in linking expansions in personnel to institutional planning and program review* (IV.B.1-8). Institutional assessment resulted in further personnel change in spring 2015 when, in response to the State and the Board of Trustees demands to expand concurrent enrollment, noncredit, student equity, and the merger of community College programs with adult education, the CEO recommended the addition of another dean of academic affairs to the administrative ranks (IV.B.1-10).

In addition to a performance review conducted by the Chancellor, the President is rated by College employees in a campus survey (See IV.C.3-9, IV.C.3-17, and IV.C.3-18). The results of the spring 2014 survey indicate that the majority of faculty and staff find the President effective along various dimensions (IV.B.1-11).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.1-1 College Council Agenda and Minutes
IV.B.1-2a District Budget Committee
IV.B.1-2b Human Resource Council Agendas
IV.B.1-3 Human Resource Plan
IV.B.1-4 Mission Learning Report and Institutional Effectiveness Report
IV.B.1-5 Monte’s Minute and Town Hall Meetings
IV.B.1-6 Faculty Evaluation Instruments
IV.B.1-7 Faculty Hiring Prioritization Rubric
IV.B.1-8 College Hires for last four years
IV.B.1-9 Institutional Effectiveness Report
IV.B.1-10 NOI for Interim Dean of Academic Affairs
IV.B.1-11 Faculty and Staff Survey

IV.B.2
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

- The CEO plans, oversees, and evaluates the administrative structure in relation to the institution’s purposes, size, and complexity (IV.B.2-1),(IV.B.2-6 through IV.B.2-8).
- The CEO delegates authority to administrators in a manner consistent with their responsibilities (IV.B.2-2 through (IV.B.2-5).

Analysis and Evaluation:

The College’s three divisions, each led by a vice-president, represent academic affairs, administrative services, and student services. The President oversees and evaluates the College’s administrative structure and delegates authority to vice-presidents for the supervision and day-to-
day operations of their respective units (IV.B.2-1),(IV.B.2-2). The President conducts an annual basic evaluation and a tri-annual comprehensive performance review of the vice-presidents (IV.B.2-6).

Student services and academic affairs deans and/or associate deans are supervised by their respective vice-presidents and delegated the authority to manage and coordinate academic and student services departments and programs (IV.B.2-3a-c). The dean of institutional effectiveness is supervised by the vice-president of academic affairs whereas the directors of facilities and information technology report to the vice-president of administrative services.

The President participates in weekly cabinet meetings with the vice-presidents and directors of facilities and information technology to share information on State, District, and College issues and remain abreast of various campus operations (IV.B.2-4). In addition, the President holds individual meetings with vice-presidents to review their respective unit goals (IV.B.2-5).

The College’s organizational structure reflects the purposes, size, and complexity of the institution. All LACCD Colleges are awarded sufficient funding to support the President, vice-presidents, and the dean of institutional effectiveness. The number of other District-funded administrative positions is based on the size of the institution and determined by a funding formula approved by the LACCD Board of Trustees in FY 2012-2013 (IV.B.2-7).

The results of a fall 2014 faculty and staff survey found that the majority of faculty and staff believed the administrative structure adequately reflects the institution’s size, complexity and purpose (IV.B.2-8).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- IV.B.2-1 President’s Job Description
- IV.B.2-2 Organization Chart for the President
- IV.B.2-3a Organization Chart for Academic Affairs
- IV.B.2-3b Organization Chart for Administrative Services
- IV.B.2-3c Organization Chart for Student Services
- IV.B.2-4 Agenda of President’s Cabinet Meetings
- IV.B.2-5 Vice Presidents’ Goals Chart
- IV.B.2-6 Comprehensive Performance Reviews for Vice Presidents
- IV.B.2-7 District Allocation Formula
- IV.B.2-8 Faculty and Staff Survey
- IV.B.2-9 Hiring Chart for Student Services
IV.B.3
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard:

- The CEO guides institutional improvement in relation to values, goals, and priorities (IV.B.3-1),(IV.B.3-2),(IV.B.3-3).
- The CEO ensures that institutional performance standards are set annually and evaluated rigorously (IV.B.3-4),(IV.B.3-5).
- The CEO establishes the linkage of educational planning with planning processes and goals (IV.B.3-6).
- The CEO ensures that the allocation of resources supports and improves learning and achievement (IV.B.3-7),(IV.B.3-8).
- The CEO guides the evaluation of institutional planning (IV.B.3-9),(IV.B.3-10),(IV.B.3-11).

Analysis and Evaluation:

The institutional improvement of the teaching and learning environment is guided by

- A collegial process that sets values, goals, and priorities:
  - The CEO’s support of the shared governance structure, town hall meetings, monthly joint consultations with unions, and meetings with the academic senate executive committee help to develop a collegial process based on mutual respect and the inclusion of all constituents’ viewpoints. A reaffirmation pledge of collegial governance, signed by the leadership and membership of the respective unions and senate, resulted in the Courage to Teach retreat in June 2015 (IV.B.3-1a-b),(IV.B.3-2).
- Performance standards for student achievement:
  - Performance standards are developed and assessed by discipline faculty within a framework set forth by LOAC* and validated through the program review* process (IV.B.3-3).
• Evaluation and planning processes that rely on high quality research and analysis of external and internal conditions:
  o The CEO, with the support of the dean of institutional effectiveness, sets annual institutional performance standards and oversees the development and publication of the annual Mission Learning and Institutional Effectiveness Reports. The reports align with the District and College strategic goals and measure the College’s success in meeting institutional goals, performance targets, and student achievement standards (IV.B.3-4).
  o Data collected on student achievement, student learning, and institutional performance inform College planning processes and include external indicators related to job placement, labor market analyses, and enrollment and performance data of K-12 schools located in the College’s service area (IV.B.3-5).

• The integration of educational planning with resource planning and allocation to support student achievement and learning:
  o The Educational Master Plan (EMP) and Strategic Master Plan (SMP) form the basis for the development of secondary plans in technology, budget, facilities, strategic enrollment management, human resources, and professional development and are closely tied to resource allocation aimed at student achievement and learning (IV.B.3-6).

• Ensuring that the allocation of resources supports and improves learning and achievement:
  o The BPC over-base allocation model emphasizes learning and achievement improvements and prioritizes resource requests that directly bolster the mission, strategic master plan goals, and institutional effectiveness benchmarks associated with learning outcomes and student achievement. The periodic evaluation of institution-set standards* results in the formulation of performance improvement recommendations to College Council. These are subsequently forwarded to and carried out by the President (IV.B.3-7).
  o The allocation of new personnel, and faculty in particular, is closely related to student learning and achievement. The Faculty Hiring Prioritization Committee’s annual ranking of new faculty requests informs the President’s decision in the allocation of positions to various departments. The ranking scheme is a point system predicated on enrollment and growth patterns, instructional needs, and various discipline-specific metrics such as the proportion of full-time versus adjunct instruction, lab to lecture ratios, success and completion rates, relationship to the College’s mission and goals, the number of units and sections offered, all of which relate to student learning and achievement (IV.B.3-8).

• Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution:
  o The College’s planning reports and SMP* goals are reviewed annually at the College Council Retreat (IV.B.3-9). Furthermore, SGOC’s annual evaluation of planning processes provides an additional avenue for the College to assess its effectiveness (IV.B.3-10).
  o The CEO commissioned an external consultant (the ELS Group) in spring 2015 to evaluate the College’s planning efforts and to ensure that new State mandates (e.g. Student Success Support Program, Student Equity, and Institutional Effectiveness Partnership Initiative) were fully integrated in current planning
efforts. The ELS Group’s report contained a number of recommendations that College Council will review in FY 2015-2016. The goal is to streamline the planning processes and avoid duplication among various planning committees (IV.B.3-11).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| IV.B.3-1a | Reaffirmation Pledge |
| IV.B.3-1b | Courage to Teach |
| IV.B.3-2 | Town Hall Meetings |
| IV.B.3-3 | Program Review Process |
| IV.B.3-4 | Mission Learning Report and IE Report |
| IV.B.3-5 | Demographic Data from IE Report |
| IV.B.3-6 | Educational Master Plan and Strategic Master Plan |
| IV.B.3-7 | Annual review of Student Achievement and Learning Reviewed by College Council, page 15 of the 2015 Follow-Up Report http://www.lamission.edu/accreditation/docs/LAMCFollowUp2015(3.4.15b)v2.pdf |
| IV.B.3-8 | Faculty Prioritization Process and Rubric |
| IV.B.3-9 | College Council Retreat and Minutes |
| IV.B.3-10 | Shared Governance Oversight Committee Evaluation |
| IV.B.3-11 | ELS Report |

**IV.B.4**

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence of Meeting the Standard:**

- The CEO holds the primary responsibility for accreditation, actively participates in the Accreditation Steering Committee (ASC), and provides the necessary resources and support to facilitate an accurate self-assessment of the College’s programs and full compliance with eligibility requirements (IV.B.4-1), (IV.B.4-3 through IV.B.4-7).
- The ASC membership is composed of faculty, staff, administrators, and students (IV.B.4-2).

**Analysis and Evaluation:**

ASC is a standing committee of College Council that is co-chaired by the faculty accreditation coordinator and the accreditation liaison officer (ALO) and tasked with the oversight of the accreditation effort. The ALO, a post currently held by the vice-president of academic affairs, reports directly to the President and keeps the College abreast of all revisions of ACCJC
standards, procedures, and eligibility requirements. The ASC membership is composed of faculty, staff, administrators, and students; the committee meets weekly to inspect drafts generated by various writing teams, to provide guidance on evidence gathering, and to ensure that the self-evaluation accurately reflects the institution’s performance (IV.B.4-1). Writing teams involved in the 2016 effort are each co-chaired by a faculty member and an administrator and enjoy a wide selection of participants chosen amongst various constituents groups.

The CEO’s ongoing participation in ASC and oversight of other accreditation-related activities signals the institution’s sustained commitment to an inclusive and thorough self-evaluation process and adherence to eligibility requirements (IV.B.4-2),(IV.B.4-3). Monthly meetings with the union leadership (Joint Consultation Council) and with the executive board of the academic senate provide ample opportunities for dialogue and input on accreditation-related matters (IV.B.4-4),(IV.B.4-5).

The President’s weekly cabinet meetings with his executive staff provide a venue for the review of policies, procedures, and operations for the College’s three divisions and a means to ensure ongoing compliance with accreditation standards and eligibility requirements (IV.B.4-6). The President routinely disseminates information on College, District, and State policies during cabinet meetings and discusses strategies for the development of follow-up reports and implementation of ACCJC recommendations (IV.B.4-7).

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

IV.B.4-1 Accreditation Steering Committee Charter  
IV.B.4-2 Accreditation Steering Committee Agendas and Minutes and President’s Report  
IV.B.4-3 Town Hall Meeting on Accreditation  
IV.B.4-4 Joint Consultation Meeting  
IV.B.4-5 Academic Senate E-Board Meeting  
IV.B.4-6 President’s Cabinet and Council Agendas  
IV.B.4-7 ACCJC Follow-Up Report  

**IV.B.5**  
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

- The CEO oversees the implementation of statutes, regulations, and governing board policies (IV.B.5-1),(IV.B.5-2),(IV.B.5-3).
- The CEO assures effective control of budget and expenditures (IV.B.5-4 through IV.B.5-9a-c).
Analysis and Evaluation:

The CEO receives weekly communications from the District Chancellor’s Office regarding Board policy changes and procedures. Monthly Chancellor Cabinet and Chancellor-Presidents Council meetings provide another venue for deep dialogue at the District level (IV.B.5-1). The President likewise represents the College at the monthly District Budget Committee (DBC). DBC disseminates reports on State and District revenues and expenditures and suggests fiscal strategies for the Chancellor’s consideration (IV.B.5-7). All administrative regulations modified or adopted by the Chancellor are communicated locally at the CEO’s cabinet, in shared governance committees, and during monthly President’s Council meetings (IV.B.5-2),(IV.B.5-3).

The President seeks BPC’s input on regulations, statutes, and governing board policies that may entail a fiscal impact. Non-fiscal matters are forwarded as informational items to the appropriate shared governance committee and other relevant groups. For instance, changes to the bond program are shared with the Facilities Planning Committee, College Council, and the College Citizen Oversight Committee (IV.B.5-4),(IV.B.5-5a-b).

The CEO meets on a quarterly basis with the vice-president of administrative services and the District’s chief financial officer to review College expenditures and to project ending balances for the fiscal year. The CEO makes fiscal adjustments as necessary to establish a positive end of year balance for the College (IV.B.5-6). Updates on these quarterly meetings are shared with the President’s cabinet and BPC.

To ensure the effective control of budget and expenditures, the CEO monitors all external and internal fiscal audits. Audit recommendations lead to corrective action plans for the College and the LAMC Foundation in accordance with all District, State, and Federal requirements (IV.B.5-8). As a member of the LAMC Foundation the President meets with the Foundation Board on a monthly basis and retains oversight of the Foundation’s audit process and corrective actions (IV.B.5-9a-b).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.5-1    Chancellor’s Presidents’ Council Meetings
IV.B.5-2    Administrative Regulations Circular
IV.B.5-3    Cabinet and President’s Council Agendas
IV.B.5-4    Semi-monthly bond meetings on campus
IV.B.5-5a   College Council Agendas
IV.B.5-5b   College Citizen’s Oversight Committee Agendas
IV.B.5-6    Cyclical Expenditures Review with the District
IV.B.5-7    District Budget Committee Agendas and Minutes
IV.B.5-8    District Audit findings and Corrective Actions
IV.B.5-9a   LAMC Foundation Audit Findings
IV.B.5-9b   LAMC Foundation Audit Corrective Actions
IV.B.6
The CEO works and communicates effectively with communities served by the institution.

Evidence of Meeting the Standard:

- The CEO works effectively with communities served by the institution (IV.B.6-1), (IV.B.6-2), (IV.B.6-7), (IV.B.6-8).
- The CEO communicates effectively with communities served by the institution (IV.B.6-3 through IV.B.6-6).

Analysis and Evaluation:

The CEO holds regular meetings with K-12 and four-year university leaders, the Chamber of Commerce, the Sylmar Neighborhood Council, the San Fernando Citizens Oversight Committee, and the Valley Economic Alliance and maintains close ties with business and nonprofit community-based organizations (IV.B.6-1). The CEO serves as the director of the board for the nonprofit San Fernando-based Communities in Schools (CIS) (IV.B.6-2) and was recently appointed by LA County Supervisor Sheila Kuehl to the Board of the Los Angeles County Office of Education (IV.B.6-8).

The President employs a variety of means to reach out to the communities served by the College: Monte’s Minute videos, news articles, letters outlining the College’s accomplishments and goals, and the Annual State of the College Address represent a sampling of the College’s sustained efforts to remain relevant in its surrounding communities (IV.B.6-3), (IV.B.6-4), (IV.B.6-5).

The Foundation publicizes information on College events, activities, and fundraising opportunities and remains the main vehicle through which the College reaches out to businesses, nonprofit organizations, Rotary clubs, United Way, and a host of Northeast Valley organizations and agencies (IV.B.6-6). Recently the LAMC Foundation sponsored an appreciation dinner for current and future donors (IV.B.6-7). The San Fernando Food and Wine Festival, also sponsored by the Foundation, raised $50,000 for scholarships and various College programs.

As a voting member of the Foundation, the President plays a pivotal role in its support of community organizations and programs that benefit the College’s students and strategic goals.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.B.6-1 President’s Emails letters, schedules and other documents related to community engagement.
IV.B.6-2 Communities in School
IV.B.6-3 Monte’s Minute and President’s Email Blasts
IV.B.6-4 College Accomplishments
IV.B.6-5 Annual State of the College Address
IV.B.6-6 LAMC Foundation Agenda and Minutes
IV.B.6-7 LAMC Foundation Appreciation Dinner
IV.B.6-8  LACOE Oath of Office
IV.C. GOVERNING BOARD

IV.C.1
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER7)

The Los Angeles Community College District’s Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction (IV.C.1-1).

Evidence of Meeting the Standard:

a. The Board sets policies and monitors the Colleges’ programs, services, plans for growth and development, and ensures the institution’s mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations (IV.C.1-2),(IV.C.1-3),(IV.C.1-4).

b. In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation (IV.C.1-5),(IV.C.1-6).

c. The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions’ financial stability (IV.C.1-7).

d. The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement (IV.C.1-8 through (IV.C.1-12).

e. The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), 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 through IV.C.1-17).

Analysis and Evaluation:

The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.
Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

**LIST OF EVIDENCE**

| IV.C.1-1 | Board Rule 2100 |
| IV.C.1-2 | Board Rule 2300-2303 |
| IV.C.1-3 | Chancellor Directives, 8/3/2015 |
| IV.C.1-4 | Administrative Regulations, 8/3/2015 |
| IV.C.1-5 | Board Rule 2305-2315 |
| IV.C.1-6 | Revised Board Rule 6300 |
| IV.C.1-7 | Board Rule 2604-2607.15 |
| IV.C.1-8 | BOT Agenda & Minutes – 2/9/2011 |
| IV.C.1-9 | BOT Agenda & Minutes – 3/7/2012 |
| IV.C.1-10 | BOT Agenda & Minutes – 4/3/2013 |
| IV.C.1-11 | BOT Agenda & Minutes – 4/23/2014 |
| IV.C.1-12 | BOT Agenda & Minutes – 1/14/2015 |
| IV.C.1-13 | BOT Agenda & Minutes – 11/2/2011 |
| IV.C.1-14 | BOT Agenda & Minutes – 11/7/2012 |
| IV.C.1-15 | BOT Agenda & Minutes – 11/6/2013 |
| IV.C.1-16 | BOT Agenda & Minutes – 5/14/2014 |
| IV.C.1-17 | BOT Agenda & Minutes – 4/15/2015 |

**IV.C.2**

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

**Evidence of Meeting the Standard:**

a. The Board’s commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees “recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings” (IV.C.2-1).

b. Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity,
include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements (IV.C.2-2).

Analysis and Evaluation:

Board policies and procedures provide a framework for members’ collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.2-1 Board Rule 2300.10
IV.C.2-2 2012-2015 BOT Minutes Consent Items Discussions

IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District’s Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard:

Selection of Chancellor
a. The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process (IV.C.3-1),(IV.C.3-2).

b. The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all Colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a “Chancellor’s Profile” describing the desired qualities and characteristics for a new leader. The Chancellor’s Profile was used to develop a job description and timeline for selection and hiring of the new Chancellor (IV.C.3-3),(IV.C.3-4),(IV.C.3-5).

c. The Board’s search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014 (IV.C.3-6),(IV.C.3-7),(IV.C.3-8).
Evaluation of Chancellor
d. The Chancellor’s contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process (IV.C.3-9).

e. Chancellor’s Directive 122 Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the College presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals (IV.C.3-10),(IV.C.3-11).

f. Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor’s evaluation is maintained in the Office of General Counsel (IV.C.3-12).

Selection of College Presidents
g. The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches (IV.C.3-13).

h. Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015 (IV.C.3-14), (IV.C.3-15).

i. Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

j. After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates (IV.C.3-16).

Evaluation of College Presidents

k. As detailed in Chancellor’s Directive 122, contracts for College presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president’s self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo which is shared with the College president (IV.C.3-9),(IV.C.3-17).

l. The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation (IV.C.3-18).
Analysis and Evaluation:

The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including College presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.3-1 HR R-110
IV.C.3-2 BOT Agenda, BT6, Chancellor search – 5/1/2013
IV.C.3-3 Chancellor Profile Development Announcement – 5/9/2013
IV.C.3-4 Chancellor Job Description – 5/2013
IV.C.3-5 Chancellor Job Description – 5/2013
IV.C.3-6 Chancellor Search Announcement – 5/1/2013
IV.C.3-7 Chancellor Selection closed Board session agendas 2013-2014
IV.C.3-8 Los Angeles Times Article – 3/13/2014
IV.C.3-9 Chancellor’s Directive 122
IV.C.3-10 Chancellor Evaluation Data Collection Form – 12/5/2007
IV.C.3-11 Blank Chancellor Evaluation Form
IV.C.3-13 Board Rule 10308
IV.C.3-14 HRD1 Board Resolution – 6/25/2014
IV.C.3-15 HRD1 Board Resolution – 6/24/2015
IV.C.3-17 Performance Evaluation Process for College Presidents

IV.C.4
The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items (IV.C.4-1), (IV.C.4-2).
Evidence of Meeting the Standard:

a. Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “…protect and to promote the interests of the Los Angeles Community College District.” (IV.C.4-3), (IV.C.4-4).

b. The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight (IV.C.4-5).

c. The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014) (IV.C.4-6).

d. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters (IV.C.4-7).

e. Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine Colleges in addition to the District office. This practice helps broaden Board members’ perspectives on Colleges’ diversity and the educational quality issues affecting individual Colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations (IV.C.4-8),(IV.C.4-9).

f. Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor’s Office (IV.C.4-10).

g. The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College’s Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students (IV.C.4-11), (IV.C.4-12).

h. The Board engages in advocacy efforts on behalf of the District in particular, and community Colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the
Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students (IV.C.4-13),(IV.C.4-14),(IV.C.4-15).

Analysis and Evaluation:

Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and College operations is facilitated through open session comments at Board meetings, and through the Board’s consistent adherence to open meeting laws and principles. The LACCD service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the Colleges and District in the face of external pressure. The District meets this Standard.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

IV.C.4-1  Board Rule 2101-2102
IV.C.4-2  Board Rule 21001.13
IV.C.4-3  Board Rule 2300
IV.C.4-4  Board Rule 1200-1201
IV.C.4-5  Board Rule 2605.11
IV.C.4-6  BOT Ad Hoc Committees, 8/4/2015
IV.C.4-7  Board letters, 2013-2015
IV.C.4-8  BOT Minutes, Public Agenda Speakers – 2015
IV.C.4-9  BOT Minutes, Educational Quality Speakers – 2015
IV.C.4-10 Screenshot of Public Inquiry Email to Board President
IV.C.4-11 Board Rule 3002-3003.30
IV.C.4-12 BOT Minutes, VKC and Farm – 10/15/2011 and 4/29/2015
IV.C.4-13 Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/2014
IV.C.4-14 BOT Agendas, Legislative Advocacy, 2015
IV.C.4-15 BOT Minutes, 2015-2016 Federal Legislative Priorities, 8/19/2015

**IV.C.5**

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

The Board sets and updates policies consistent with the District’s mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs.
and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC-CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

**Evidence of Meeting the Standard:**

**Educational Quality, Integrity and Improvement**

a. The Board’s policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing “…our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement.” (IV.C.5-1),(IV.C.5-2).

b. Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII), establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations (“E-Regs”) (see Standard IV.C.1),(IV.C.5-3).

c. The Board’s Institutional Effectiveness and Student Success (IESS) Committee “…fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee’s responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate.” (IV.C.5-4).

d. The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges’ Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8), (IV.C.5-5).

**Ensuring Resources**

e. The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate
distribution of funds are made that are consistent with the District’s and colleges’ mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11) (IV.C.5-6 through IV.C.5-9).

f. The Board’s Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs (IV.C.5-10).

**Financial Integrity and Stability**

g. The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5) (IV.C.5-4).

h. The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The Committee critically reviews and approves monthly enrollment and FTES reports which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends (IV.C.5-11),(IV.C.5-12),(IV.C.5-13).

i. Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board (IV.C.5-14), (IV.C.5-15).

j. The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college’s requests for financial assistance for fiscal sustainability (IV.C.5-16),(IV.C.5-17).

k. The Board’s Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District (IV.C.5-18).

**Legal Matters**

l. The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District’s Office of General Counsel provides legal counsel to the Board and ensures the District is in compliance with local, state, and federal regulations (IV.C.5-19),(IV.C.5-20).
Analysis and Evaluation:

As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

| IV.C.5-1   | Board Rule 2300-2303.16 and 2305 |
| IV.C.5-2   | Board Rule 1200                  |
| IV.C.5-3   | BR Ch. VI, Articles I-VIII, Instruction |
| IV.C.5-4   | Board Rule 2605.11               |
| IV.C.5-5   | Board Rule 2314                  |
| IV.C.5-6   | Board Rule 2036 and 7600-7606   |
| IV.C.5-7   | LACCD Budget Development Calendar |
| IV.C.5-8   | 2015-2016 Final Budget           |
| IV.C.5-9   | District Budget Allocation Mechanism Amendment – 6/3/2012 |
| IV.C.5-10  | LPA minutes, July 2014-June 2015 |
| IV.C.5-11  | Board Rule 7608                  |
| IV.C.5-12  | BFC minutes, Quarterly Reports, 11/2014 – 5/2015 |
| IV.C.5-13  | BFC Agendas – 2014 through 2015  |
| IV.C.5-14  | 2015-2016 Final Budget, Appendix F, Reserve Policy, page 3 |
| IV.C.5-15  | BOT Agendas Approval of Contingency Reserves – 7/9/2014 and 8/5/2015 |
| IV.C.5-16  | BOT agenda BF2 – 10/9/2013       |
| IV.C.5-18  | ACCJC Letter – 2/2/2014           |
| IV.C.5-19  | BOT Closed Session Agenda on Legal Issues |
| IV.C.5-20  | Board Rule 4001                  |

IV.C.6
Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.
Evidence of Meeting the Standard:

a. Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules (IV.C.6-1),(IV.C.6-2),(IV.C.6-3).

- **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.

- **Article II – Officers** – delineates the office of president, vice president, president pro tem, and secretary of the Board.

- **Article III – Duties of the Board of Trustees** - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.

- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes, agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.

- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;

- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.

- **Article VII – Use of Flags** - provisions thereof.

- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.

- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.

- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

Analysis and Evaluation:

The Board publishes bylaws and policies which are publically available, both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

- IV.C.6-1 Screenshot of Board Rules Online
- IV.C.6-2 Board Rule 2100 – 2902
- IV.C.6-3 Board Rule 21000 – 21010
IV.C.7
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges’ and District’s mission and commitment to educational quality, institutional effectiveness, and student success.

Evidence of Meeting the Standard:

a. In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes (IV.C.7-1),(IV.C.7-2).

b. As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board’s annual retreat (IV.C.7-3).

c. The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations which support them is outlined in Chancellor’s Directive 70. As the Board’s designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards (IV.C.7-4),(IV.C.7-5).

d. The Chancellor, as the Board’s designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix which corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Regs”) and Student Regulations (“S-Regs”) are under the purview of the Educational Programs and Institutional Effectiveness division (IV.C.7-6), (IV.C.7-7),(IV.C.7-8).

e. Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website (IV.C.7-9), (IV.C.7-10).

f. During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations (IV.C.7-11),(IV.C.7-12).

g. As noted in item ‘d’ above, designated ESC administrative areas bring proposed Board Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment.
Analysis and Evaluation:

Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District’s regular update of Board policies and procedures. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.7-1 Board Rule 2400-2400.13
IV.C.7-2 Board Rule 2402-2404
IV.C.7-3 BOT agenda 6/13/2015 and 6/18/2015
IV.C.7-4 Chancellor’s Directive 70
IV.C.7-5 Board Rule 2418
IV.C.7-6 Administrative Regulation C-12
IV.C.7-7 Board Rule Review Schedule 2015
IV.C.7-8 Administrative Regulations Review Schedule 2015
IV.C.7-9 Admin Regulations Rev Form Template
IV.C.7-10 E-97 Review and Comment
IV.C.7-11 Admin Regulations Review Schedule – 2015
IV.C.7-12 E-110 Confirmed Review – 4/22/2015
IV.C.7-13 Board Rule 6700 Consultation Memo and BOT Agenda Notice – 5/5/2015

IV.C.8
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports which address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS).

Evidence of Meeting the Standard:

a. The Institutional Effectiveness and Student Success Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and
curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.” Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further information before recommending items to the entire Board for approval (IV.C.8-1).

b. The Board reviews and approves colleges’ academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State’s Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges’ Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students’ completion rates across the District (IV.C.8-2 through IV.C.8-16).

c. The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students 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), (IV.C.8-11).

d. The Board annually reviews student awards and transfers to four-year colleges and universities (IV.C.8-18 through IV.C.8-21).

e. The Board reviews students’ perspectives on learning outcomes and key indicators of student learning as a part of the District’s biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District (IV.C.8-22), (IV.C.8-23).

f. In Spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status (IV.C.8-24).

g. During the approval process, accreditation reports are reviewed, especially with regard to college plans for improvement of student learning outcomes (IV.C.8-13), (IV.C.8-25), (IV.C.8-26).

h. In Fall 2015, the Board revised Board Rule 6300 to expressly affirm the District’s commitment to integrated planning in support of institutional effectiveness (IV.C.8-27).

Analysis and Evaluation:

The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board’s level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and
expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

| IV.C.8-1 | Board Rule 2605.11 |
| IV.C.8-2 | IESS Minutes and PowerPoint – 6/24/2015 |
| IV.C.8-3 | IESS Agenda – 12/17/2014 |
| IV.C.8-4 | IESS Minutes – 11/19/2014 |
| IV.C.8-5 | IESS Minutes – 9/17/2014 |
| IV.C.8-6 | IESS Minutes – 1/29/2014 |
| IV.C.8-7 | IESS Minutes – 12/4/2013 |
| IV.C.8-8 | IESS Minutes – 11/20/2013 |
| IV.C.8-9 | BOT Agenda and PowerPoint – 9/2/2015 |
| IV.C.8-10 | BOT Agenda and DAS Board Meeting Notes – 8/19/2015 |
| IV.C.8-11 | BOT Agenda and PowerPoint – 5/13/2015 |
| IV.C.8-12 | BOT Agenda – 4/15/2015 |
| IV.C.8-13 | BOT Agenda – 3/11/2015 |
| IV.C.8-14 | BOT Agenda – 1/28/2015 |
| IV.C.8-15 | BOT Minutes – 8/8/20/14 |
| IV.C.8-16 | BOT Agenda, CH1 – 2/26/2014 |
| IV.C.8-17 | IESS Agenda and Underprepared Students PowerPoint – 6/11/2014 |
| IV.C.8-18 | IESS Agenda – 1/29/2014 |
| IV.C.8-19 | IESS Minutes – 3/26/2014 |
| IV.C.8-20 | District Certificate report and Degree Reports – 3/26/2014 |
| IV.C.8-21 | Certificates Attached to Degrees, Summary by College – 4/29/2014 |
| IV.C.8-22 | 2014 Student Survey Question 25 and results |
| IV.C.8-23 | IESS Minutes & Student Survey Results PowerPoint – 5/27/2015 |
| IV.C.8-24 | BOT Agenda and PowerPoint – 6/10/2015 |
| IV.C.8-26 | IESS Minutes – 9/25/2013 |
| IV.C.8-27 | BOT Agenda |

IV.C.9
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board,
facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

Evidence of Meeting the Standard:

Board Development
a. The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new members who began their terms on July 1, 2015 were conducted in June 2015 (IV.C.9-1),(IV.C.9-2).
b. Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation (IV.C.9-3),(IV.C.9-4).
c. A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives (IV.C.9-5 through IV.C.9-14).
d. In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate member training, conference attendance, and educational development (IV.C.9-15).
e. Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11) (IV.C.9-16),(IV.C.9-17).

Continuity of Board Membership
f. Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy which occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman’s term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015) (IV.C.9-18), (IV.C.9-19), (IV.C.9-20).
g. Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A 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.9-21), (IV.C.9-22).
Analysis and Evaluation:

The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.C.9-1    Board Rule 2105
IV.C.9-2    Student Trustee Orientation Procedures
IV.C.9-4    BOT Orientation Agenda and Packet – 6/18/2015
IV.C.9-5    BOT Agenda, Minutes & Handouts – 1/20/2010
IV.C.9-8    BOT Agenda, Minutes & Handouts – 4/19/2012
IV.C.9-9    BOT Agenda and Minutes – 9/24/2012
IV.C.9-10   BOT Agenda and Minutes – 11/13/2012
IV.C.9-11   BOT Minutes and Action Improvement Plan – 3/19/2013
IV.C.9-12   BOT Minutes & Handouts – 10/22/2013
IV.C.9-13   BOT Agenda, Minutes & Handouts – 8/23/2014
IV.C.9-14   BOT Agenda, Minutes & Handouts – 2/10/2014
IV.C.9-15   Board Rule 2300.10-2300.11
IV.C.9-16   BOT Agenda and Minutes – 11/19/2014 and 5/13/2015
IV.C.9-17   BOT ACCJC Training Certificates – 2012
IV.C.9-18   Board Rule 2103
IV.C.9-20   BOT Agenda – 3/11/2015
IV.C.9-21   Board Rule 2102
IV.C.9-22   Board Rule 21000

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

Evidence of Meeting the Standard:

a. In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, 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).

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).

c. In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument (IV.C.10-3),(IV.C.10-4).

d. Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness.” (IV.C.10-5).

e. The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 which included a focus on academic quality and institutional effectiveness (IV.C.10-6).

f. The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard (IV.C.10-7 through IV.C.10-12).

Analysis and Evaluation:

The Board’s self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation
activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board’s self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Los Angeles Mission College meets this standard.

**LIST OF EVIDENCE**

| IV.C.10-1 | Board Rule 2301.10 |
| IV.C.10-2 | Jose Leyba Biography |
| IV.C.10-3 | BOT Agenda and Minutes – 5/13/2015 |
| IV.C.10-5 | BOT 2015 Self-Assessment Tool |
| IV.C.10-6 | BOT Agenda and Minutes, Handouts & PowerPoint – 6/13/2015 |
| IV.C.10-7 | BOT Minutes and Handouts – 3/13/2014 |
| IV.C.10-8 | BOT Minutes – 2/6/2013 and 3/19/2013 |
| IV.C.10-9 | BOT Evaluation Comparison Summary Report 2012-2013, 2/2013 |
| IV.C.10-10 | BOT Actionable Improvement Plan – 3/19/2013 |
| IV.C.10-11 | BOT Agenda and Minutes – 2/21/2012 |
| IV.C.10-12 | BOT Agenda, Minutes and Handouts – 1/20/2010 |

**IV.C.11**

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

The Los Angeles Community College District has clear policies and procedures which govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement (IV.C.11-1).

Evidence of Meeting the Standard:

a. Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law (IV.C.11-2).
b. Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District’s conflict of interest policy during orientation sessions (see Standard IV.C.9), (IV.C.11-3), (IV.C.11-4).

c. The LACCD’s electronic conflict of interest form (California Form 700, Statement of Economic Interests), ensures that there are no conflicts of interest on the Board. The District’s General Counsel is the lead entity responsible for ensuring Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center (IV.C.11-5).

d. Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict (IV.C.11-6).

Analysis and Evaluation:

The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

| IV.C.11-1 | Board Rule 14000 |
| IV.C.11-2 | Board Rule 2300.10 – 2300.11 |
| IV.C.11-3 | Trustee Ethics Certificates – 2013 |
| IV.C.11-4 | Trustee Ethics Certificates – 2015 |
| IV.C.11-5 | Board Trustees Form 700 |
| IV.C.11-6 | BOT Minutes – 12/13/2014 |

IV.C.12
The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board 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).

b. The Board delegates full responsibility to the Chancellor and recognizes “that the Chancellor is the Trustees’ sole employee; [pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.” (IV.C.12-2).

c. The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed (IV.C.12-3), (IV.C.12-4).

d. To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting (IV.C.12-5),(IV.C.12-6).

e. In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3) (IV.C.12-7),(IV.C.12-8),(IV.C.12-9).

Analysis and Evaluation:

In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and] the importance of using official channels of communication through the Chancellor or assigned designee.” (IV.C.12-10).

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.
LIST OF EVIDENCE

IV.C.12-1 Board Rule 2902
IV.C.12-2 Board Rule 2300.10
IV.C.12-3 Board Functional Area Map – 2015
IV.C.12-4 Chancellor Functional Area Map – 2015
IV.C.12-5 BOT Info Request Tracking Document
IV.C.12-6 Board Letter – 5/27/2015
IV.C.12-7 Chancellor’s Job Description – 5/2013
IV.C.12-8 Chancellor’s Directive 122
IV.C.12-10 Spring 2013 Evaluation Team Report and June 2013 ACCJC Letter

IV.C.13
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges’ accreditation reports and policy-making to support colleges’ efforts to improve and excel.

Evidence of Meeting the Standard:

a. To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication Guide to Accreditation for Governing Boards, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC’s online Accreditation Basics training within three months of entering office (see Standard IV.C.9) (IV.C.13-1),(IV.C.13-2),(IV.C.13-3).

b. The Board has had a consistent focus on accreditation. The Board supports through policy the colleges’ efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board’s goal to have all colleges gain full reaffirmation of accreditation (IV.C.13-4),(IV.C.13-5).

c. In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board’s Institutional Effectiveness and Student Success (IESS) Committee (IV.C.13-6).

d. During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports. The IESS committee
met with each college’s accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges’ Self-Evaluation reports in the Fall 2015 semester (IV.C.13-7).

e. The Board’s focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges’ accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports (IV.C.13-8 through (IV.C.13-14).

f. In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure (IV.C.13-15),(IV.C.13-16).

g. Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on 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), (IV.C.13-18),(IV.C.13-19).

h. In addition to its IESS committee, the Board reviews and approves all accreditation reports (IV.C.13-20).

i. The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities (IV.C.13-21).

Analysis and Evaluation:

Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

Los Angeles Mission College meets this standard.

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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),(IV.D.1-2).

b. The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor’s Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support (IV.D.1-3),(IV.D.1-4).

c. The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents (IV.D.1-5).

d. The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress.
on their annual goals and any concerns, needs, and opportunities for their individual campus (IV.D.1-6).

e. The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through consistent attendance at Academic Senate’s annual summits (IV.D.1-7), (IV.D.1-8), (IV.D.1-9).

f. The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District’s Strategic Plan goals (IV.D.1-10), (IV.D.1-11).

g. In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process (IV.D.1-12).

Clear Roles, Authority and Responsibility

h. The Los Angeles Community College District participated in the ACCJC’s multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and encouraged it to further “…develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement.” In response, the District renewed its dedication to, and focuses on, these activities (IV.D.1-13).

i. In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified (IV.D.1-14).

j. In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook, which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 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), (IV.D.1-16), (IV.D.1-17).
k. In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division (IV.D.1-18).

l. In Fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2),(IV.D.1-19),(IV.D.1-20).

m. With the endorsement of the Chancellor and support from the District’s Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC’s leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the Fall 2015 semester (IV.D.1-21).

n. In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in Fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases (IV.D.1-22).

Analysis and Evaluation:

The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings, electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC’s revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges’ roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District’s Governance and Functions Handbook as part of the District’s regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

Los Angeles Mission College meets this standard.
LIST OF EVIDENCE

IV.D.1-1  Synergy Newsletters – 2014 through 2015
IV.D.1-2  District Accreditation Newsletters – 2014 through 2015
IV.D.1-3  Chancellor’s Cabinet Agendas
IV.D.1-4  Presidents Council Agendas
IV.D.1-5  Chancellor Retreat Agendas – 2014
IV.D.1-6  WLAC College President Job Description – 2015
IV.D.1-7  Agendas from DAS Consultation Meetings with Chancellor – 2014 through 2015
IV.D.1-8  Agendas from DAS Summits – 2007 through 2015
IV.D.1-9  DAS Academically Speaking Newsletter – Fall 2015
IV.D.1-10 DBC Minutes – 8/13/2014 and 7/15/2015
IV.D.1-11  Chancellor Budget Recommendations – 8/26/2015
IV.D.1-12  WLAC Interim President Press Release – 6/25/15
IV.D.1-14  District/College Functional Map – 2008
IV.D.1-15  LACCD Governance and Functions Handbook – 2010
IV.D.1-16  Committee Description Template
IV.D.1-17  College Governance and Functions Handbook Template
IV.D.1-18  LACCD Governance and Functions Handbook 2013
IV.D.1-19  ESC 2014 Program Reviews
IV.D.1-20  Draft Functional Area Maps 2015
IV.D.1-21  LACCD Governance and Functions Handbook 2015
IV.D.1-22  SIS Maps

IV.D.2
The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

Evidence of Meeting the Standard:

a. In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to
review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center (IV.D.2-1).

**Delineation of Responsibilities and Functions**
b. Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as 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), (IV.D.2-3).

**Effective and Adequate District Services**
c. The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission (IV.D.2-4).

- **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

- **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as 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),(IV.D.2-6).

e. Each unit participated in a series of workshops on conducting a program review, led by an external consultant. Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on 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),(IV.D.2-8), (IV.D.2-9).

f. An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks (IV.D.2-10).

g. As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in Spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC (IV.D.2-11),(IV.D.2-12), (IV.D.2-13).

**Allocation of Resources**

h. The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges
can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources. The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability (IV.D.2-14 though IV.D.2-17).

Analysis and Evaluation:

The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges’ adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the 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.

LIST OF EVIDENCE

IV.D.2-2 District Functional Area Maps 2015
IV.D.2-3 Functional Area Map Review Request Email – 7/24/2015
IV.D.2-4 2013 LACCD Governance and Functions Handbook, pages 51-57
IV.D.2-5 DOSO Evaluations 2008-2009
IV.D.2-6 DOSO Evaluations 2011-2012
IV.D.2-7 Fall 2014 Accreditation Newsletter, “ESC Begins Revitalized Program Review Cycle”
IV.D.2-8 Program Review Workshop Agendas – 2014
IV.D.2-9 Program Review Template – 10/1/2015
IV.D.2-10 2014 ESC Services Surveys
IV.D.2-11 2014 ESC Services Survey Analyses
IV.D.2-12 Program Review Update PowerPoint – 2/20/2015
IV.D.2-14 Budget Allocation Mechanism amendment – 6/3/2015
IV.D.2-16 ECDBC Recommendation on LAHC Deferral Request – 6/10/2015
IV.D.2-17 LAHC Debt Referral Request PowerPoint to BFC – 9/16/2015
IV.D.3
The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

Evidence of Meeting the Standard:

Allocation and Reallocation of Resources
a. The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions (IV.D.3-1).

b. In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, 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).

c. In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in Spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan (IV.D.3-3).

d. Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs (IV.D.3-X).
- 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).
f. The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded (IV.D.3-5),(IV.D.3-6).

f. The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents’ performance and evaluation to college budgeting and spending (IV.D.3-7).

g. The District’s adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board’s Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support (IV.D.3-8).

Effective Control Mechanisms

i. The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability (IV.D.3-9).

i. College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5)

j. The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

k. Each college president is responsible for the management of his or her college’s budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college’s mission (see Standard IV.D.2) (IV.D.3-7).

Analysis and Evaluation:

The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State’s recent financial crisis. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.3-1 DBC Webpage Screenshot – 8/2015
IV.D.3-2 BOT Agenda, BF2, 2/7/2007 SB 361 Budget Allocation Model
IV.D.4
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college’s performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard:

a. College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team (IV.D.4-1).

b. The framework for CEO accountability is established through annual goal-setting between the Chancellor and each college president. College presidents then complete a yearly self-evaluation based on their established goals. At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. Evaluations are reviewed with the Board of Trustees in closed session (IV.D.4-2),(IV.D.4-3).

c. In October 2013, the Board adopted fiscal accountability measures which explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “…review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation…[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.” (IV.D.4-4).

d. The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district…The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in the Governance and Functions Handbook and on the District website (IV.D.4-5).
Analysis and Evaluation:

The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this Standard.

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.4-1 HR Guide R-110 Academic Administrator Selection – 7/31/2015
IV.D.4-2 College president Self Evaluation Packet
IV.D.4-3 BOT agendas w/President evaluations – 20XX through 2014
IV.D.4-4 BOT Agenda BF2 – 10/9/2013
IV.D.4-5 Chancellor Functional Area Map 2015

IV.D.5
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities (IV.D.5-1).

Evidence of Meeting the Standard:

District Strategic Plan, Planning Integration
a. LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District’s Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in Fall 2015 (IV.D.5-2).

b. DSP measures were developed for each college, and the District as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges’ annual assessments are reported to the Board of Trustees using a standard format, allowing for an apples-to-apples Districtwide discussion (IV.D.5-3),(IV.D.5-4).
c. College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board’s annual goal setting process and shapes future college and District planning priorities. The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle (IV.D.5-5),(IV.D.5-6),(IV.D.5-7).

d. The District Technology Plan created a framework of goals and a set of actions to guide 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),(IV.D.5-9).

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 through IV.D.5-13).

f. Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board’s Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process (IV.D.5-14 through IV.D.5-17).

Planning Evaluation

g. Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:
   - The Biennial District Governance and Decision-Making Survey assesses budget development and resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
   - District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
   - The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
   - Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative (IV.D.5-18),(IV.D.5-19),(IV.D.5-20).

Analysis and Evaluation:

The District has established mechanisms for integrated District-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and District-level shared governance and administrative committees. Assessment mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of District-level plans.
Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of District-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for 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.

LIST OF EVIDENCE

IV.D.5-1 District Strategic Plan: Vision 2017, 2/6/2013
IV.D.5-3 College Effectiveness Report Template
IV.D.5-4 IESS Committee Agendas on IE Report Approval – 2012 through 2015
IV.D.5-5 BOT Agenda, Annual Board Leadership & Planning Session – 8/19/2015
IV.D.5-6 DPAC Agenda – 6/26/2015
IV.D.5-7 DPAC Agenda – 8/28/2015
IV.D.5-8 District Technology Strategic Plan – 3/9/2011
IV.D.5-9 District Technology Implementation Plan, March – 3/21/2013
IV.D.5-10 SSSP new DEC service categories PowerPoint 2014
IV.D.5-11 SSSP Counselor Training PowerPoint 2014
IV.D.5-12 SSI Steering Committee Minutes – 8/22/2014
IV.D.5-13 SIS Fit-Gap Agendas 2013
IV.D.5-14 Quarterly College FTES Meetings – 2014 through 2015
IV.D.5-15 Quarterly enrollment report to DBC – 5/20/2015
IV.D.5-16 Quarterly enrollment report to BFC – 9/16/2015
IV.D.5-17 Budget Allocation Model – 2012 Amendment
IV.D.5-18 DPAC Minutes – June through August 2015
IV.D.5-19 BOT Agenda – 9/2/2015
IV.D.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 listservs.

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).

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).

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).

d. **Four District-level Governance Committees** meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor’s Cabinet (IV.D.6-4).

e. In 2013, the governance committees agreed to a common format for their 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).

f. **Sixteen Operational Committees** meet monthly, or on a per-semester basis. These Committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program
directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are emailed to committee members in advance of each meeting (See IV.D-7) (IV.D.6-6).

g. **Five Academic Initiative Committees** coordinate 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).

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).

i. In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives (IV.D.6-10).

j. Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District’s website (IV.D.6-11).

k. The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and roll-out of the District’s new student records system (IV.D.6-12 through (IV.D.6-19).

l. The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability (IV.D.6-20).

m. The **District Academic Senate (DAS)** represents the faculty of the District in all academic and professional matters. In this capacity, the President and Executive Committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges (IV.D.6-21).

n. In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in Fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District (IV.D.6-22).
Analysis and Evaluation:

The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District’s revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District’s sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District’s new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services. In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed 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).

Los Angeles Mission College meets this standard.

LIST OF EVIDENCE

IV.D.6-1 Screenshot of District Intranet of Councils and Committees
IV.D.6-2 Districtwide Executive Administrative Councils 2015 Draft Update
IV.D.6-3 Chancellor’s Directive 70 – 8/30/1994
IV.D.6-4 District-level Governance Committee 2015 Update
IV.D.6-5 District-level Governance committee Webpage Screenshot
IV.D.6.6 District Coordinating Committees 2015 Update
IV.D.6-7 Sample Email Report from List Serve (i.e. childcare, financial aid)
IV.D.6-8 District Academic Initiative Committees 2015 Update
IV.D.6-9 District List Serve List
IV.D.6-10 Sample BOT Agenda Email
IV.D.6-11 OGC Board Rule and Admin Regs Revision Notices, July through August 2015
IV.D.6-12 LACCD Newsletters
IV.D.6-13 Chancellor Bulletins
IV.D.6-14 Accreditation Newsletters
IV.D.6-15 Diversity Newsletters
IV.D.6-16 SIS Newsletters
IV.D.6-17 Benefits and Wellness Newsletters
IV.D.6-18 Bond Program Newsletters
IV.D.6-19 SIS Forum PowerPoints
IV.D.6-20 Chancellor Weekly Email Updates
IV.D.6-21 DAS Communication – 2014 through 2015
IV.D.6-22 Web Redesign Meeting – 10/31/2011
IV.D.7
The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District/college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard:

**Governance and Decision-Making Assessment, Effectiveness and Communication**

a. In Fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the Spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation (IV.D.7-1),(IV.D.7-2).

b. The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

   - Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
   - Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment management, strategic planning and goals setting, bond program oversight, and employee benefits;
   - Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and
   - Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of districtwide decision making in relation to the District’s stated mission (IV.D.7-3),(IV.D.7-4).

c. The District’s Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results. Results were reviewed by the District Planning and Accreditation Committee (DPAC) and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of
DPAC’s 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board’s Institutional Effectiveness Committee in Fall 2015 and used to inform recommendations for District improvement (IV.D.7-5 through IV.D.7-8).

d. In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee’s accomplishments, challenges, and areas for improvement over the past year. Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function. Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees’ work plans (IV.D.7-9 through IV.D.7-13).

e. Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative units, the Chancellor’s Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

f. The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all 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).

Analysis and Evaluation:

The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated. The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual), (IV.D.7-15),(IV.D.5-2).

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan. Adherence to the work plan will be ensured through the Committee’s expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites. The District meets this Standard (IV.D.7-8),(IV.D.7-16).

Los Angeles Mission College meets this standard.
**LIST OF EVIDENCE**

| IV.D.7-1 | 2009 District Governance Survey Tool |
| IV.D.7-3 | 2012 District Governance Survey Tool and Results |
| IV.D.7-4 | 2015 District Governance Survey Tool |
| IV.D.7-6 | 2014-15 District-level Governance and Decision-making Assessment Analysis – 8/19/2015 |
| IV.D.7-7 | 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role – 8/28/2015 |
| IV.D.7-9 | Districtwide Committee Self-Evaluation Form |
| IV.D.7-10 | DBC Self-Evaluation 2012 through 2014 |
| IV.D.7-11 | DPAC Self-Evaluation 2012 through 2014 |
| IV.D.7-12 | JLMBC Self-Evaluation 2011 though 2012 |
| IV.D.7-13 | TPCC Self-Evaluation 2011-2012, 7/19/2012 |
| IV.D.7-14 | Updated District Council and Committee List – 9/2/2015 |
| IV.D.7-15 | Governance Evaluation Timeline – 8/27/2017 |
| IV.D.7-16 | Updated DPAC Charter – 6/22/2015 |
Quality Focus Essay

Introduction

During the accreditation Self-Study, the College evaluated itself in accordance with standards of good practice regarding its mission, goals and objectives; sufficient and appropriate utilization of resources; the usefulness, integrity, and effectiveness of its processes; and the extent to which it is achieving its intended student achievement and student learning outcomes.

The College’s Accreditation Steering Committee met biweekly to review progress on the Self-Evaluation and discuss QFE topics. In summer 2015, the Accreditation Steering Committee, after reviewing the analysis of the report, identified two areas of the College in need of change, expansion, institutionalization, or development. The two action projects that were identified are vital to the long-term improvement of student learning and achievement at Los Angeles Mission College. Those two action projects are:

- Integrated Planning
- Student Services

The table below identifies the two Action Projects (APs) and the Standards associated with them.

<table>
<thead>
<tr>
<th>Action Project</th>
<th>Standards related to Action Project</th>
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</thead>
<tbody>
<tr>
<td>Integrated Planning</td>
<td>I.B</td>
</tr>
<tr>
<td>Student Services</td>
<td>II.C, IIIA, IIIB, IIIC, IV</td>
</tr>
</tbody>
</table>

This essay will describe the action projects, purpose and goals, anticipated outcomes, alignment with accreditation standards, action steps for each project, measures of progress, responsible parties, and timeline. Finally, the essay will describe the resources needed to implement and sustain the action projects as well as the plan for assessing the effectiveness of both the action projects and their outcomes.

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 needed 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 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 an increase in distribution and allocation of resources across all of the College’s and its program’s plans and, ultimately, 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.

**Expand the Capacity of the Use of Data and Culture Development.**

During a review of college planning documents, it became clear the College has developed a variety of planning documents 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’s Strategic Master Plan. Some of the divergent views of integrated planning could lead to duplication in College’s planning, efforts, and resources. The complexity of the College’s current planning processes and timelines have made alignment to accreditation standards challenging, and this condition 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.

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), 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.

**Desired Goals/Outcomes**

In effect, the College seeks collaborative planning between departments that are 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 action project 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 is 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 model captures all the critical elements needed to ensure the distribution and allocation of resources and benefits and supports student learning and success.

**Actions/Steps to Be Implemented:**

- The College will establish an Integrated Planning Committee that oversees planning across the various College departments and realigns College planning into an Integrated Strategic Master Plan and a 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, 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 appointed to develop this new direction in integrated planning.

**Proposed Strategies**

- The Integrated Planning Committee will be comprised of two co-chairs (a Faculty member and senior-level administrator). Committee membership should be agreed upon by key stakeholders and the Executive Team should be represented. The selection of faculty and staff to serve on the Planning Committee will include balanced representation of functions and diversity of thought.
- The Integrated Planning Committee will include in its duties the review and updating of the College’s strategic vision, mission, values, and statements of goals so that the strategic direction of the College is clear to internal and external communities.
- Committee responsibilities will be to:
  a. Establish a timeline for completion of the Integrated Planning Process;
  b. Identify duplicate or overlapping planning objectives and activities across the various College department plans;
  c. Review 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 include all the LAMC key stakeholders.

The Integrated Planning Committee will develop and coordinate the implementation of an Integrated Planning Model.

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 Integrated Planning Committee will delineate the actual planning documents that will support the 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 the 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 implement 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.

**Responsible Parties:** The Integrated Planning Committee will be responsible for all action 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 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**

<table>
<thead>
<tr>
<th>Month/Year Implementation Date</th>
<th>Task</th>
<th>Month/Year Completion Date</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2016</td>
<td>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.</td>
<td>June 2016</td>
<td>Integrated Planning Committee</td>
</tr>
<tr>
<td>September 2016</td>
<td>Complete an annual progress report and present to ASC and College Council.</td>
<td>March 2017</td>
<td>Integrated Planning Committee</td>
</tr>
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<td>February 2017</td>
<td>The Committee will review and identify duplicate or overlapping planning objectives and activities across the various College department plans as well as analyze current planning cycles to ensure that plans are aligned with the College’s Strategic Master Plan and Accreditation cycles.</td>
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<td>June 2018</td>
<td>Integrated Planning Committee</td>
</tr>
<tr>
<td>Resources:</td>
<td>The College has committed sufficient resources to carry out this plan. The Accreditation Steering Committee will oversee the project and the Integrated Planning Committee will coordinate the implementation process with explicit guidelines for planning, annual reviews and funding allocations. Academic Affairs will provide professional development for faculty, administrators and staff responsible for implementation.</td>
<td></td>
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<tr>
<td>Assessment:</td>
<td>In evaluating the overall goals of the plan, primary emphasis is given to the impact of the Integrated Planning process on 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.</td>
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</tbody>
</table>

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</tbody>
</table>
Transforming Student Services to Achieve Student Success

The mission of any Student Services Division is to provide services and programs that will enhance the student experience and support the achievement of educational and personal goals for students. Shulock and Moore (2007) cite research that confirms the value of effective student support services:

Students who more frequently utilize student support services are better adjusted to college life, more likely to be committed to the goal of a college degree, and more likely to persist toward earning that degree (Grant-Vallone, Reid, Umalli, & Pohlert, 2004; Chaney, Muraskin, Cahalan, & Goodwin, 1998).

Shulock and Moore (2007) continue: “Students themselves seem to confirm the importance of good support services since dissatisfaction with Student Services and counseling is often cited as a reason for leaving community college” (Adelman 2005; Metzner 1989 as cited in Purnell & Blank 2004).

Los Angeles Mission College Student Services Division has achieved a great deal over the last twenty years, but due to the economic recession of 2008 to 2011, 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 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 provide higher quality 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. The mission of the College’s Student Services will now be to use data to drive decision-making and ensure student success based on timely completion, persistence, and success in coursework.

Organizationally, the Student Service Division is administered by one Vice President of Student Services, two Deans and one Associate Dean.
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 that the College ensure that all student support programs, including counseling for distance education students, are actively engaged in the program review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the Student Services programs and services needed to complete a full cycle of review and assessment which included gathering of data, analysis of data, implementation of program changes for improvement and the re-evaluation of implemented improvements.

In 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 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 must be implemented.
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 necessary to provide to Student Services managers the tools to improve student learning and achievement?

Although the submission of the 2015 Follow-up report outlined the accomplishments of the Student Services Division in meeting its program review and staffing goals and the plans to sustain this effort, the College recognized during the Self-Study that there continues to be gaps in transforming the Division into a more effective organization.

During the summer of 2015, the College engaged in a gap analysis of Student Services to determine the cause of gaps between desired performance goals and current performance levels. Using Clark and Estes (2008) model for identifying performance gaps, the College examined three critical factors:

- People’s knowledge and skills
- Their motivation to achieve the goal (particularly when compared with other work goals they must also achieve)
- Organizational barriers such as a lack of necessary equipment and missing or inadequate work processes

Clark and Estes (2008) contend, “The purpose of the individual and team gap analysis is to identify whether all employees have adequate knowledge, motivation, and organizational support to achieve important work goals. All three of these factors must be in place and aligned with each other for successful goal achievement.”

The College analyzed the results of a Student Services focus group that was conducted in spring 2014 and compared that to interviews of management and mid-management Student Services staff in summer 2015. This research identified recurrent and common themes as well as opportunities to increase performance. Additional data, including minutes from the Student Services Support Committee (SSSC), also supported some of the earlier findings from the focus group and interviews. The purpose of the SSSC is to guide the College in its effort to provide LAMC’s students with support services that enhance and enrich their academic/educational goals as well as to assist in the continued growth of the College. The Committee also makes recommendations and/or policies that will accomplish these goals.

An example of one of the outcomes of both the focus group and later individual interviews was respondents wished to have more collaboration between Student Services and Academic Affairs. However, minutes from May 2014 to the present did not reveal any conversations about collaboration between the two divisions.

After identifying the reoccurring challenges identified from the focus group and interviews, the College then classified the performance gaps into three different categories in order to determine the best course of action to fill those gaps:
Performance Gaps

- Knowledge and skills (includes information sharing, job aids, training, and education).

Reoccurring Themes in Student Services

- More collaboration between Student Services and Academic Affairs (information sharing).
- Sharing information with other departments about processes and rules (information sharing).
- Leadership skills (training).
- Decision-making based on data analysis (training).
- Motivation to achieve the goal.
- Poor leadership: lack of mentoring and evaluation.
- Organizational barriers such as a lack of necessary equipment and missing or inadequate work processes.
- Student Services current reporting structure needs to be realigned to improve efficiency and service to students.
- Staff meetings held on an irregular basis.
- Inadequate facilities for staff to meet student needs in an efficient manner.

The College identified that the most notable areas for improvement were the areas of leadership, assessment of student learning, and training.

Guiding Principles

Leadership is critical in any organization. Specifically, leaders mobilize others to realize extraordinary accomplishments. According to Roberto (2011), “Leaders need to cultivate talent around them, sharing responsibility and authority because ultimately that institution must be able to endure beyond their time in charge.”

Further, quality leadership directly impacts the assessment of student learning and success. Since conducting assessments can be challenging, 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.

After considering the data collected, it was determined that college leaders must communicate their expectations to their staff and hold their employees accountable. College leaders also have an obligation to provide professional development, mentoring, and training to their staff to improve the level of staff success.

Further, the College recognizes that the assessment analyses that are currently available on campus are not shared with other critical parties in the College. Also, assessment should be
based on data collection, and once this has been collected, the College needs to ask more difficult questions. Student Services Division needs to move from a culture of evidence gathering to a culture of inquiry and then to a culture of innovation.

In the area of outcomes assessment, 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. Indeed, Student Services staff have received little training in these areas. Due to a gap in leadership in Student Services, professional development, mentoring, and training has been minimal, sporadic, and inconsistent.

The Vice President of Student Services resigned in June of 2015. After his resignation, the President hired a consultant to assess the Student Services Division, its organizational effectiveness, functions, and to make recommendations to ensure the effective recruitment of a new Vice President.

The consultant completed his assessment on September 30, 2015. The President determined that the consultant’s findings and recommendations mirrored what was discovered during the Self-Evaluation process.

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 need to be achieved 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 as well as 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 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.

1. **Actions/Steps to be Implemented**

   The College will initiate several organizational and professional development action steps to place Student Services on a higher platform of excellence. This platform will be the foundation by which the new permanent Vice President of Student Services will be able to create an atmosphere of cultivating leadership in every Student Services unit, move the
division to evidence-based, data-driven decision making, and develop a culture of inquiry and innovation.

LAMC recognizes that the improvement of Student Services cannot be achieved in a one to two-year period. It will take a concerted and strategic effort over the next seven years.

The action steps will address each of the 8 issues identified in the student services’ assessment beginning AY 15-16 and continuing over the next 7 years (or sooner). For each of the eight identified goals, the College will adopt the following four step process:

Step 1: Gather Data and Conduct an Assessment of the goal in order to develop tasks and activities.
Step 2: Implement the defined tasks and activities.
Step 3: Assess the implementation of the defined tasks and activities.
Step 4: Implement improvements identified through the assessment process.

2. Desired Goals and Outcomes

Throughout the timeline and process below, the College will have adopted a systematic and institutionalized scheme for the continuous improvement of the Student Services Division.

As a result of the four step process, outcomes will be realized for each goal. The action steps and accomplishment of the desired goals and outcomes over the next seven years (or sooner) are the following:
TIMELINE AND PROCESS

The Timeline to execute the prioritization of goals and to define the activities for successful implementation of the activities related to them will be developed by the new Vice President of Student Services, who plans to start at the College on December 10, 2015

Assessment

Overall assessment of the long term transformation of student services will occur by aligning the comprehensive program review process with the four 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 four 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.

Resources

The College will use the current Comprehensive Program Review (CPR) and annual program review update processes as the resources to implement the long term student services’ improvement plan. Thus, program review will provide the framework to accomplish goals 1-8. In addition, the College will support the staffing plan that emanates from the effort by assuring program review staffing requests in line with the long term assessment of the goals are properly funded with available funds.

Professional and staff development resources will be acquired from the Eagle’s Nest Professional Development Center, the Student Equity, and Student Support Success Program funding.

It is expected that Bond funding will support the facilities assessment and building of the student services one stop building.
References


*Listening to the College Community: Improving Student Support Services, Session Notes Middlesex Community College.*


LAMC ACTIONABLE IMPROVEMENT PLANS

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

1. The College will merge many of its planning documents to improve their alignment with the SMP*. In addition, the Budget and Planning Committee will follow up on all resource allocations by requiring all fund recipients to conduct and submit an evaluation on the efficacy of the expenditures in meeting the objectives of the program. This evaluative process will help close the loop on integrated planning.

STANDARD IIA: INSTRUCTIONAL PROGRAMS

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

STANDARD IIC: STUDENT SUPPORT SERVICES

1. By fall 2016, student services, in collaboration with the DE* committee and the Office of Institutional Effectiveness (OIE), will engage in further outcomes assessment to improve the quality of services provided in all modalities. (QFE)
2. The College will continue to address the Counseling department staffing (classified and faculty) needs to improve timely access and services for students in specialized programs such as career, transfer center, international and veteran’s affairs.
3. The athletics program, in compliance with Title IX, will pursue additional opportunities for female student athletes to participate in intercollegiate athletics.
4. By fall 2016, student services, in collaboration with the SLO* coordinator and OIE, will create and implement training to improve the design, implementation, and assessment of SAOs*.

STANDARD IIIA: HUMAN RESOURCES

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

STANDARD IIIC: TECHNOLOGY

1. The use of data collected from various surveys could be improved upon. By spring 2016, the technology committee will develop a process, using collected data, to better assess the technology-related needs of the College. This process will in turn inform the revision of the TMP and the Technology Replacement Plan.
2. By fall 2016, the technology committee will have developed a comprehensive Disaster Recovery Plan for major outages and large scale catastrophes.
3. By spring 2016, the technology committee will have updated the TMP. The committee will also revise the Technology Replacement Plan on an annual basis.

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

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**Glossary**

**Annual Mission Learning Report:** First published in fall 2014, the report serves to disseminate the College’s overall progress in improving student achievement and learning at all levels through the outcomes cycles. The report is posted on both the SLO and Institutional Effectiveness websites.

**Articulation:** The College maintains articulation agreements with 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. Additionally, the College has articulation agreements with many private and out-of-state colleges and universities.

**BPC:** See Budget and Planning Committee

**Budget and Planning Committee (BPC):** BPC is a shared governance committee whose purpose is to guide the College through the continual process of budget and strategic planning. The membership of BPC consists of one administrator from each of the College’s three units (academic affairs, administrative affairs, and student services), six faculty, two classified staff, one classified supervisor, and one student. The development of procedures, policies, guidelines, timelines, and evaluation criteria for budget augmentations or reductions, the systematic prioritization of budget requests, and evaluations of past expenditures fall under BPC’s purview. All requests for additional resources must be part of each department’s program review in order to be considered for funding. Prioritized resource requests from each College division are received and prioritized by BPC utilizing a value scored rubric. The rubric is reviewed annually for effectiveness and has been refined over the last three years.

**COR (Course Outline of Record):** See Curriculum

**Course Outline of Record (COR):** See Curriculum

**Curriculum Committee:** See Curriculum

**Curriculum:** The curriculum committee and the dean of academic affairs in charge of curriculum ensure the currency of all courses in accordance with Title 5 requirements and oversee, under the guidance of the academic senate, the curriculum approval and review processes. Furthermore, all academic deans monitor the revision and creation of degrees and
certificates to ensure the currency and relevance of programs in accordance with the needs of transfer-bound and Career Technical Education students.

Course Outlines of Records (CORs) are developed by content expert faculty and revised according to timelines and review cycles consistent with the State Chancellor Office’s requirements. The curriculum committee, co-chaired by two faculty members and assisted by the dean of academic affairs in charge of curriculum, meets biweekly to undertake technical reviews of CORs; provide policy recommendations on general academic standards, curricular matters, graduation, occupational certificate criteria, and transfer requirements; ensure the systematic inclusion of SLOs on all active CORs; and track submissions of courses, certificates, and degrees to the State Chancellor’s Office.

The curriculum process identifies faculty and student needs for library material. All new and updated courses are expected to have a completed Library Addendum Form submitted to the Curriculum Committee as part of the Course Outline of Record (COR), available online through the Electronic Curriculum Development system (ECD). The form is designed to determine whether the current collection contains materials to support the course and allows for faculty to suggest print or electronic material for the library to acquire. When funding for book purchases is available, Librarians rely on these forms to decide what resources to purchase.

The Electronic Curriculum Development System (ECD) is the online repository of CORs. The steps for the curriculum program approval process are clearly delineated in a flow chart on the College’s website: (http://www.lamission.edu/curriculum/programprocess.aspx).

Faculty submitting new or revised CORs receive extensive training via a Curriculum Handbook, instructional videos, and detailed instructions posted on the Curriculum site (http://www.lamission.edu/curriculum/apply.aspx).

**DE:** See Distance Education

**Distance Education (DE):** The Distance Education Committee oversees all aspects of The College’s courses taught online and helps the College remain current on technology trends in the classroom.

To provide quality online education at the College, the DE committee, with assistance from the Educational Planning Committee (EPC), maintains policies and guidelines on the effectiveness of its online classes (http://www.lamission.edu/de/). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, DE best practices for online educators, certification for online faculty, and restrictions on the allowable percentage of online instruction for faculty. Due to contractual changes, department chairs are now responsible for reviewing course shells for courses offered in their respective departments. In addition, the curriculum committee reviews all DE courses as part of the COR approval process.

The DE committee regularly reviews the student success and retention of courses taught online and provides resources and ongoing training to online faculty. Although the success and retention rates of DE students do not quite match traditional courses, the rigorous oversight of the DE Committee has resulted in the success rate of the College’s DE students to be one of the
highest among all California community colleges (as cited in http://www.ppic.org/content/pubs/report/R_514HJR.pdf). The relatively strong success rates of students in these classes may be attributable in part to the fact that all distance education (DE) courses are standardized through district regulations and the curriculum process at the College.

In August 2015, the DE committee began a pilot study to transition from Etudes, the current Learning Management System, to Canvas. (http://lamc-ddl.pbworks.com/w/page/98566731/OEI-CANVAS)

The Distance Education Committee reviews its Three-Year Distance Education Plan on an annual basis to ensure that its four goals align with both the Colleges and LACCD District Strategic Plans. (http://lamission.edu/de/dep.pdf)

Eagle’s Nest: The Eagle’s Nest is a faculty resource center that hosts workshops and provides resources to promote research-based pedagogical technologies and methods. (http://libguides.lamission.edu/EaglesNestFacultyResources)

- The Center provides instructional technology support to faculty and offers individual, hands-on training on the latest tools and equipment used in the classrooms. Lecture capture systems, smart room technology, student response systems, Web development, and online course management are some of the trainings that have been offered.
- The 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.
- A number of workshops on outcomes assessments, library guides, book clubs, and collaboration techniques have been offered at the center.

Educational Master Plan (EMP): The EMP is updated every five years by the Educational Planning Committee (EPC). The current plan (http://www.lamission.edu/eduplanning/LAMCEducationalMasterPlan2010-2015.pdf) expires in 2015 and the 2016-20 plan, aligned with the District’s and College’s Strategic Master plans, is being drafted. ELS Consultants submitted a report in spring 2015 recommending that the College eliminate/consolidate many of its plans.

Educational Planning Committee (EPC): EPC is a shared governance committee co-chaired by a faculty member and the vice-president of academic affairs and consisting of 16 voting members selected from administrative, faculty, classified, and student ranks. The purpose of EPC is to guide the College through the continual process of strategic educational planning that includes a systematic cycle of evaluation, integrated planning, implementation, and reevaluation.

In addition, EPC formulates recommendations on issues related to the College’s progress and:

- Develops, updates, and oversees the implementation of the Educational Master Plan
- Oversees program review and SLO development in academic areas
- Integrate results of program review into the Educational Master Plan
- Oversee the College responses to any educationally related accreditation recommendations
- Oversees the program viability* review process for educational programs
- Monitors the planning, implementation, and assessment of all academic areas including: credit, noncredit, specially funded programs, basic skills, and distance education
- Develops criteria for the prioritization for the allocation of instructional resources
- Prioritizes and makes recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
- Receives and prioritizes requests for Instructional Equipment funds and forward recommendations to the Budget and Planning Committee.

EPC reports to and seeks input from College Council and the Academic Senate regarding educational matters and makes recommendations to the Budget and Planning Committee on resource allocations pertaining to educational programs and services. In addition, EPC helps to ensure the proper operations of the Educational Master Plan sub-committee; the Enrollment Management sub-committee; Student Learning Outcomes and Assessment; the Career Technical Education Act (CTEA) Committee; the Distance Education Committee; the Curriculum Committee; the Faculty Hiring Priority Committee; the Program Viability Review ad-hoc Committee; and the Essential Skills Committee.

http://www.lamission.edu/eduplanning/default.aspx

**EPC:** See Educational Planning Committee

**Faculty Hiring Prioritization:** Under the leadership of the Academic Senate, the College undergoes an annual process to determine the departments/disciplines which will be granted a new full-time faculty position. Academic departments submit their request each September and justify their need for additional tenure-track faculty based on statistical data on student enrollment trends; growth data; number of courses, sections, and hours of instruction offered within the discipline; the proportion of adjunct versus full time instruction; and previous program review reports. The faculty hiring prioritization committee is composed of faculty from various disciplines; upon completion of its ranking, the committee shares its findings with the academic senate and the College President. (http://www.lamission.edu/facstaff/senate/facultyhiring.aspx)

**ILOs:** The College has formulated seven learning outcomes at the institutional level. These ILOs are: written and oral communication; information competency; problem solving; math competency/quantitative reasoning; aesthetic responsiveness; ethics and values; and global awareness. (https://lamission.edu/slo/generaleducation.aspx)

The College assesses ILOs by a variety of means and disaggregates data for five of these (https://lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf) LOAC is in the process of collecting, disaggregating, and analyzing authentic assessment data for each ILO individually as well.
Initial attempts to assess student achievement of LAMC's Institutional Learning Outcomes were based on department assessments of courses that support the PLOs and ILOs. In addition, an online student survey was conducted in fall 2014. In 2012 through 2015, seven teams were formed to further assess student achievement of the College’s ILOs. As a result, a variety of assessment methods have been used including online student surveys, in class student surveys, student work samples, and oral presentations. Some faculty use existing assignments to complete the ILO assessments with a common rubric and enter the results for their classes using the online SLO assessment system. Groups representing the classes assessing each ILO met during 2012-15 to discuss the ILO assessment results, what has been learned from the assessments, and recommend improvements.

In fall 2014 the Los Angeles Community College District conducted a student survey pertaining to LAMC’s institutional learning outcomes (ILOs) [http://www.lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf](http://www.lamission.edu/irp/docs/Report-on-Disaggregated-ILO-Data.pdf). The ILOs covered by the survey were:

- ILO #1: Written and Oral Communication
- ILO #2: Information Competency
- ILO #3: Problem Solving
- ILO #4: Math Competency (Quantitative Reasoning)
- ILO #7: Global Awareness

A total of 2,862 valid responses were received from students enrolled at LAMC in fall 2014. Overall, students reported to have attained the skills identified in the College’s ILOs. Female students rated their improvement higher than male students on all ILOs except math competency. Hispanic students, who comprise over three-quarters of the student population at the College, rated their improvement the highest among all ethnic groups for all four ILOs assessed. Overall, students who had completed more units reported more improvement than those with fewer units. In most cases, the number of units completed correlated with the degree of improvement.

**Institutional Learning Outcomes:** See ILOs

**Institution-set Standards (ISS):** In 2013, the College, motivated by federal and ACCJC guidelines, developed a set of standards for student achievement that are appropriate to its mission. The standards are: 1) successful course completion, 2) course retention, 3) persistence, 4) degree completion, 5) certificate completion, and 6) transfer. ([http://www.lamission.edu/asc/2.7%20Institution-Set%20Standards%20for%20AS%20Review.pdf](http://www.lamission.edu/asc/2.7%20Institution-Set%20Standards%20for%20AS%20Review.pdf))

The College engaged in extensive discussion to establish institution-set standards for student achievement based on evaluation and analysis of historical and current performance data on six student achievement outcome measures. After thorough discussion and analysis of gathered data, the Council of Instruction (COI) proposed standards that were then vetted through EPC and academic senate before receiving final approval from the College Council and President. Based on performance data on the previous five academic years, members of the Council of Instruction proposed preliminary standards for each measure. These measures are also included in the performance outcome measures for Goals 1 and 3 of the College’s 2013-2018 Strategic Master Plan.
The College annually assesses the standards according to procedures set forth by the Research Advisory Task Force (RATF) and approved by the College Council and College President. In spring 2015, the following enhancements were made to the ISS system: 1) disciplines are now able to set their own standard(s) for successful course completion and/or retention rates as long as they provide a justification, grounded in evidence, for a different choice in standards; 2) disciplines/programs can now set standards for, and evaluate their performance on, other criteria pertinent to specific programs; and 3) CTE programs can now set standards for, and evaluate their performance on, job placement rates pertaining to specific certificates and degrees.

Information on the College’s progress in achieving its ISSs is published in the annual Mission Learning Report: ([https://lamission.edu/irp/docs/Mission_Learning_Report_Fall_2014.pdf](https://lamission.edu/irp/docs/Mission_Learning_Report_Fall_2014.pdf)). Additional information and data about the ISSs are also provided on the Office of Institutional Effectiveness website ([http://www.lamission.edu/irp/](http://www.lamission.edu/irp/)).

**ISS:** See Institution-Set Standards

**Learning Outcomes Assessment Committee:** See LOAC

**LOAC:** LOAC provides direction and resources to support an ongoing, systematic process that clarifies and improves achievement of Institutional, Program, and Course Learning Outcomes with specific emphasis on student success. LOAC works with faculty and staff to ensure the process of assessment is integrated and consistent across the College for course SLOs (SLOs), Service Area Outcomes (SAOs), Program and division Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).

LOAC is sanctioned by the College Council and is a subcommittee of the Academic Senate. The committee works with the Student Support Services Committee and the Administrative Service Units and reports to the Academic Senate.

LOAC is charged with the following:

- Guide and support faculty and staff in facilitating outcome assessment.
- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement on all levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.
- Work with administration to ensure that outcome assessment assignments are completed on time.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them with outcome development and assessment.
- Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
- Maintain open and frequent communications about outcome development and assessment with various college groups including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.
- Provide qualitative feedback on the overall learning outcome process.
LOAC’s involvement with CORs occurs at the early stages of the curriculum development process: prior to review by the Curriculum Committee, new or revised CORs are submitted to the SLO Coordinator for feedback on the quality and relevance of SLOs. The Academic Senate provides the next level of oversight in matters relating to curriculum and learning outcomes. (http://www.lamission.edu/instruction/agendasnew.aspx).

The Office of Institutional Effectiveness (OIE): OIE is responsible for conducting institutional research and developing information in support of institutional accountability, institutional assessment, unit assessment, planning, accreditation, and grant development. OIE serves as the center for research and evaluation at the College and is actively involved in the implementation and continuous improvement of a comprehensive, systematic program of research, evaluation, and assessment of College processes and College effectiveness at all levels.

OIE provides data for the development of the College’s planning documents that drive decision-making, resource allocation and student success goals. Student success data tracked include but are not limited to persistence, retention, certificate and degree completions, demographics, results of student and faculty surveys, enrollment, and attendance. In order to ensure the consistent alignment of the College’s programs and services with the College’s mission, data are systematically utilized in program review as well as in the development and implementation of all College planning documents. These include:

- Career Technical Education (CTE)/Perkins Plan
- Student Equity Plan
- Enrollment Management Plan
- Basic Skills Initiative (BSI) Plan
- Student Success and Support Program (SSSP) Plan
- Achieving the Dream (AtD) Plan

OIE: See Office of Institutional Effectiveness

PROC: See Program Review Oversight Committee

Program Learning Outcomes: See SLOs/PLOs

PLOs: See SLOs/PLOs

Program Review: Program review is the primary instrument through which program-level evaluation and planning are conducted on campus. The College’s program review schedule includes both annual reports and in-depth “comprehensive” cycles, with the latter conducted every three years. Each program or unit completes a self-evaluation based on evidence, including student academic and/or unit performance, outcomes assessment, changes designed to improve student learning (based on prior years’ outcomes assessments); and curricular changes. This process maintains the currency and relevance of educational programs and informs enrollment management and resource allocation.
The institution assesses the accomplishment of its mission through its proprietary program review system and systematically evaluates the goals and objectives stated in the College's master planning documents. Each discipline receives data in program review on student enrollment, success and retention, all of which are disaggregated by demographic group, mode of delivery and time of day. The data are analyzed by each discipline, and objectives and resource requests may be developed based on identified gaps.

The program review action plan identifies program or unit improvement objectives, which may include hiring, equipment or budgeting, each of which is linked to one or more of the College’s strategic goals and thereby to the College mission. The College reviews its physical resource needs on an annual basis through the Facilities Planning Committee and program review. Requests for increased space or repair of existing facilities are considered during these reviews. The needs for increased space are identified through the work environment committee and the educational planning committees and subsequently approved through College Council and included in the Five-Year Facilities Construction Plan. The program review process for academic areas is overseen by the Educational Planning Committee (EPC).

The Program Review Online System was enhanced in spring 2014 to incorporate the ISSs* for successful course completion and retention rates; for example, each discipline receives data to evaluate the percentage of total college certificates and degrees it awards on an annual basis.

**Program Review Oversight Committee (PROC):**
The purpose of PROC is to:

- Provide systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division.
- Oversee the annual and comprehensive program review processes to ensure the review process is evaluative and descriptive and to ensure the results of the program review are consistently linked to institutional planning processes.
- Determine the standard procedures and schedules of self assessment and peer-validation to ensure the program review process is consistent across programs and units of all divisions.
- Ensure there is a meaningful linkage between program review and the following: student achievement and learning outcomes, service area outcomes, college strategic master plan and resource allocation.
- Provide workshops to educate users on program review tools and processes as needed.
- Assign validation teams for all comprehensive program reviews.
- Review, update and revise the program review process as needed.

PROC is composed of 13 voting members, including the co-chairs of the educational planning committee, the co-chairs of the student support services committee, the co-chairs of the facilities and planning committee, the dean of institutional effectiveness, and representation from classified, instructional technology, and department chairs’ ranks.

http://www.lamission.edu/facstaff/proc/
Program Viability Committee: See Program Viability Review Process

Program Viability Review: The program viability review process, established by the academic senate, outlines the procedures by which a new program is established or an existing program is modified or discontinued. This process gives EPC* the authority to either approve a program or recommend a formal viability study to gather data. For example, during the 2014-2015 academic year, a viability study on cooperative education led to the suspension of the program (http://www.lamission.edu/facstaff/senate/CWEE%20Viability%20Complete%20Report%20Final%202015.pdf). In addition, a study of Family and Consumer Studies resulted in a realignment of those disciplines into various existing departments. 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.

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.

In determining the outcome, the review committee produces a Viability Report which must include the following: (1) a summary of the process used by the committee formed to perform the Viability Review, (2) a review of all data consulted, and (3) a detailed assessment of the impact of the recommendations on the College’s overall educational program and budget, as well as its impact on all students, faculty, and staff involved. Once the viability review is completed, the recommendations are forwarded to the academic senate for approval and to the Educational Planning Committee and office of academic affairs for review. The Senate’s recommendation is then taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President. If program discontinuance is the outcome of the process, the final step would be for the College President and the Academic Senate to make the recommendation for discontinuance to the Board of Trustees for approval.

https://www.laccd.edu/Board/Documents/BoardRules/Ch.VI-ArticleVIII.pdf

http://lamission.edu/senate/MissionViabilityFinal.pdf

Roll-up Assessments: See SLOs/PLOs

Student Learning Outcomes: See SLOs/PLOs

SLOs/PLOs: The College continues its evaluation and reporting of learning outcomes, updated by each instructor and department. The programs are assessed for currency, teaching and learning strategies, and student learning outcomes through the oversight of the Learning Outcomes Assessment Committee (LOAC). Currently, the college’s compliance with learning outcomes assessment is at 100 percent. All courses are placed on an established assessment cycle and the results regularly reviewed by faculty (http://www.lamission.edu/slo/reports.aspx). Whenever deemed necessary, changes are made to SLO instruments or course curricula. To that
end, departments review and reassess SLOs by virtue of semi-annual reports that are submitted to the SLO Coordinator and posted online.

Student learning outcomes are evaluated at least every three years, with 100% of active course SLOs having been previously assessed. Student achievement data is disaggregated by demographic group, program type and mode of delivery and presented to the relevant discipline and governing bodies for discussion and review. Faculty and staff use the results of learning outcome assessments to make improvements and conduct follow-up assessments to “close the loop,” ensuring that assessments produce meaningful changes in support of student learning and the College mission.

The College has established a thorough and comprehensive institutional procedure for identifying and regularly assessing learning outcomes for its courses, programs, certificates and degrees. All course SLOs, 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. This enables instructors and chairs to gain more up-to-date feedback on whether their implemented recommendations for improvement have been effective. The College has worked diligently to assess its Course, Program, Service Area Outcomes and Institutional Learning Outcomes and to have meaningful discussions about the results and plans for improvement. The Online System is continually updated and modified to ensure better linkage between institutional, programmatic, and course learning outcomes.

Most SLO assessments include recommendations for improvement. If a recommendation for improvement is made, the instructor is required to report the results of that improvement. As of January 24, 2015, 340 course SLOs have documented results of implemented changes and reassessment, and thus have gone through a full assessment cycle of implementing changes and documenting improvements based on those changes.

As of January 2015 all programs, consisting of 212 Program Learning Outcomes, (PLOs), have been assessed, 34 of which more than once. The SLO Online System was augmented in fall 2014 with Program Learning Outcome screens, and faculty members are now able to link each program outcome to its supporting course SLOs and assessments. The rubric average from all the related SLO assessments is calculated and displayed to aid in the analysis of each PLO. This has enabled department chairs to do “roll-up” assessments based on the related course SLO assessments. In addition to the roll-up method, PLOs are assessed using surveys, interviews, and portfolios of students’ cumulative work. Cross-curriculum assessments have been examined to ensure meaningful results that focus on the program as a whole. The PLO Assessment Schedule is reviewed and updated every semester sustaining quality improvement.

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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). ILOs are also indirectly assessed through SLOs: each course SLO is linked to at least one ILO (2.22). This allows for ILO “roll-up” assessments based on related course assessments. Roll-up assessments examine a representative sample of related course SLO assessments to determine student achievement of the ILO and the established benchmark. Previous ILO assessment are discussed in the taskforces and posted on the SLO website. Follow-up discussions and subsequent assessments are planned by LOAC.

**SGOC:** See Shared Governance Oversight Committee

**Shared Governance Oversight Committee (SGOC):** SGOC oversee the functions of each of the shared governance committees to ensure the continual productivity of the shared governance process at Los Angeles Mission College. SGOC is authorized and reports directly to College Council and:

- Develops and implements evaluation procedures of each shared governance committee.
- Facilitates self-evaluations and external evaluations of shared governance committees.
- Provides a summative and comprehensive shared governance process evaluation to College Council.
- Provides recommendations for improvement to each shared governance committee.
- Monitors and oversee the membership of the shared governance committees
- Participates in planning College Council retreats and midyear Shared Governance Review and Planning and Review.