Institutional Self Evaluation Report of Educational Quality
and Institutional Effectiveness

in Support of Reaffirmation of Accreditation

LOS ANGELES MISSION COLLEGE

Submitted by
Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, California 91342

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

January 2013
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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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Daniel Villanueva, Accreditation Liaison Officer, Accreditation Steering Committee Co-chair

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James Armstrong, Academic Affairs Administrative Assistant
Wally Bortman, Director of Facilities
Cathy Brinkman, Academic Affairs Associate Dean (Academic Teamsters 911 designee)
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Patricia Flood, Accreditation Self Evaluation Report Co-chair
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Special Credit:
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Standard Team Leads and Members of the Standard Committees
Certification of the Institutional Self Evaluation Report

Date: December 10, 2012

From: Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Monte E. Perez, PhD</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>Los Angeles Mission College</td>
</tr>
<tr>
<td>Dr. Daniel LaVista, Chancellor</td>
<td>Los Angeles Community College District</td>
</tr>
<tr>
<td>Steve Veres, President</td>
<td>Los Angeles Community College District Board of Trustees</td>
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<tr>
<td>Angela Echeverri, President</td>
<td>Los Angeles Mission College Academic Senate</td>
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<tr>
<td>Louise Barbato, Chapter Chair</td>
<td>Los Angeles Mission College AFT Staff Guild</td>
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<td>Suzanne Mignosi, Chapter Chair</td>
<td>Los Angeles Mission College</td>
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<tr>
<td></td>
<td>AFT Staff Guild</td>
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<tr>
<td>Zoila Rodriguez-Doucette, Representative</td>
<td>Supervisory Employees</td>
</tr>
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<td></td>
<td>Los Angeles Mission College</td>
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<tr>
<td>Michael Griggs, President</td>
<td>Los Angeles Mission College Associated Student Organization</td>
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<tr>
<td>Daniel Villanueva</td>
<td>Los Angeles Mission College Accreditation Liaison Officer</td>
</tr>
<tr>
<td>Angela Echeverri, Co-Chair, Self-Eval. Report</td>
<td>Los Angeles Mission College</td>
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<tr>
<td>Pat Flood, Co-Chair, Self-Eval. Report</td>
<td>Accreditation Self-Study Committee</td>
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<tr>
<td>Madelline Hernandez, ASC Co-Chair</td>
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</table>
CERTIFICATION
OF
CONTINUED COMPLIANCE

To: Accredi ting Commission for Community and Junior Colleges

From: Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

We certify that Los Angeles Mission College continues to meet each of the 21 eligibility requirements for accreditation as established by the Commission, as enumerated in the 2012 edition of the Manual for Institutional Self Evaluation, as evidenced by the Self Evaluation hereby submitted. This certification is our assurance that the College continues to be in compliance with the terms and conditions of accreditation.

Signed:

____________________________
Monte E. Perez, PhD
President
Los Angeles Mission College

____________________________
Dr. Daniel LaVista
Chancellor
Los Angeles Community College District

____________________________
Steve Veres
President
Los Angeles Community College District
Board of Trustees
Introduction

Los Angeles Mission College is located on 33 acres in the Northeast San Fernando Valley in the community of Sylmar and close to the city of San Fernando. It was established in 1975 and for its first 16 years offered classes in scattered storefronts and leased facilities throughout the city. Initially, the campus served the communities located in Northeast San Fernando including San Fernando, Pacoima, Lake Terrace, Sylmar, Sun Valley, Sunland/Tujunga, and Mission Hills, as well as neighboring communities such as Granada Hills, North Hollywood, Panorama City, Van Nuys, and Burbank. Northeast San Fernando communities have many hardships with low educational attainment, low income, unemployment, 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 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 37 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.

During its 37-year existence, over 234,000 students have chosen to pursue their education at the College. 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 bring students 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 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 2007, the College has completed the construction of the Child Development Studies Center, Health, Fitness and Athletics Complex, Culinary Arts Institute and Eagles Landing Student Store, and Center for Math and Science. In addition, construction of the Media Arts Center is approximately 30 percent complete.
In fall 2012 the College served close to 10,000 students from Northeast San Fernando communities and other surrounding cities in the San Fernando Valley. The College also serves a growing number of online students; approximately 7 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 five million district residents located in 36 cities and communities in the greater Los Angeles area.

A study of the College’s enrollments found that they were concentrated in a primary service area encompassing seven zip code areas which accounts for nearly 75% of the college enrollment (an approximate five-mile radius around the College). Nearly 95% of enrollment is drawn from an extended area that includes the primary service area and an additional twelve zip codes. In 2010, the primary service area encompassed a population base of over 400,000 residents, while the extended area included over 1.2 million residents. Figure 1 displays fall 2011 enrollment density in the College’s service area.

The socioeconomic characteristics of the College’s service area was derived using both 2010 population estimates and the 2000 Census since zip code level data for the 2010 census is not yet available for all demographic variables. Detailed information can be found on the LAMC Institutional Research and Planning Web page at: [http://www.lamission.edu/irp/default.aspx](http://www.lamission.edu/irp/default.aspx).

Population data for 2010 shows that the College's primary service area is predominantly Hispanic (63.4%), but also displays significant diversity, being 3.5% African-American, 9.3% Asian, and 22.4% White. In comparison, the population in Los Angeles County is 44.6% Hispanic, 9.4% African-American, 11.8% Asian, and 30.9% White.

The 2000 Census data indicate that about 30.1% of the primary service area population reported that English was the only language spoken at home whereas 47.0% reported Spanish as the language spoken at home. Moreover, nearly 23.1% of the population indicated that they spoke English “not well” or “not at all.” By comparison, 45.0% of the Los Angeles County population reported that English was the only language spoken at home, 37.8% spoke Spanish at home, and 14.7% of this group indicated that they spoke English “not well” or “not at all.” Median household income in the primary service area was $45,791. However, within this area there is much variation by zip code, ranging from $32,496 (in zip code 91402) to $64,947 (in zip code 91344). By contrast, median household income in Los Angeles County was $42,189.

Also, on the basis of 2000 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, 42.8% had less than a high school education compared to 30.1% for Los Angeles County. More significantly, only 19.9% of the primary service area population had attained an associate degree or higher, whereas for Los Angeles County this figure was nearly 31.1%.
Enrollment and FTES

In fall 2006 the College served 7,322 students. Enrollment increased every year thereafter until it peaked at 11,164 in fall 2010. In spring 2011 enrollment began to decline due to workload and budget reductions. The student headcount was 9,613 during fall 2012, a 14% decline from fall 2010. 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.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>5307</td>
<td>5541</td>
<td>6327</td>
<td>6709</td>
<td>7007</td>
<td>6999</td>
<td>6237</td>
</tr>
<tr>
<td>FTEF</td>
<td>387.98</td>
<td>387.12</td>
<td>424.59</td>
<td>389.92</td>
<td>330.71</td>
<td>322.05</td>
<td>295.76</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>405</td>
<td>437.6</td>
<td>471.4</td>
<td>544.9</td>
<td>614.2</td>
<td>638</td>
<td>653</td>
</tr>
<tr>
<td>Average Class Size (ACS)</td>
<td>26.5</td>
<td>28.6</td>
<td>30.8</td>
<td>35.6</td>
<td>40.9</td>
<td>42.5</td>
<td>43.4</td>
</tr>
</tbody>
</table>

Figure 2: Credit Headcount Fall 2006 – Fall 2012

Student Characteristics

Changes in the student population between fall 2007 and fall 2011 are evident from an examination of current and historical data on student characteristics. Student characteristics data can be found at the LAMC Institutional Research website.

Age

The age distribution of the College population became more concentrated in younger age groups between fall 2007 to fall 2012. The percentage of students in the under 20-age group increased from 18.6% in fall 2007 to 23.7% in fall 2011, and the proportion of students in the 20- to 24-age group also increased significantly from 29.1% to 36.9% over this period. Primarily as a
result of budget driven reductions in course offerings, there was also a steep decline in concurrently enrolled high school students from 15.6% in fall 2007 to 3.4% in fall 2011. The percentage of students in the 25 to 34, and 35 and over age groups also declined slightly; but, overall, the median student age was unchanged (age 22) over the period fall 2007 to fall 2011.

**Figure 3: Age Distribution of Credit Student, Fall 2011**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>3.4%</td>
</tr>
<tr>
<td>Under 20</td>
<td>23.7%</td>
</tr>
<tr>
<td>20-24</td>
<td>36.9%</td>
</tr>
<tr>
<td>25-34</td>
<td>18.4%</td>
</tr>
<tr>
<td>35+</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

**Gender**

The College’s gender distribution changed from fall 2007 with female enrollment decreasing from 64.1% in fall 2007 to 60.8% in fall 2011. This decrease, which was also evident over the entire Los Angeles Community College District, was likely due to poor labor market conditions resulting from the 2008 recession.

**Figure 4: Gender Distribution of Credit Students, Fall 2011**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.8%</td>
</tr>
<tr>
<td>Male</td>
<td>39.2%</td>
</tr>
</tbody>
</table>

**Ethnicity**
The ethnic composition of the student population has shifted slightly since fall 2007. The proportion of African-American students has declined slightly from 5.3% in fall 2007 to 4.4% in fall 2011, while the percentage of Asian students has increased from 6.7% to 9.0% over this same period. The proportion of Hispanic students, the largest ethnic group, also declined slightly from 75.0% in fall 2005 to 73.5% in fall 2011.

![Figure 5: Ethnic Distribution of Credit Students, Fall 2011](image)

**Unit Load**

Over the period fall 2007 to fall 2011, the proportion of students enrolled in six or fewer units declined from 42.2% to 34.8%, while over the same time period, the proportion of full-time students (enrolled in 12 or more units) increased from 22.6% to 26.9%. 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).
Educational Goal

The proportion of LAMC students who have declared an occupational educational goal (such as pursuit of an occupational degree or certificate or preparing for a new career goal) declined from 31.5% in fall 2007 to 21.1% in fall 2011. By contrast, the proportion of students declaring a transfer-related goal has increased significantly from 25.2% in fall 2007 to 37.3% in fall 2011. There has been a slight decline in the proportion of students declaring a transitional educational goal (for example, general education or improving basic skills), with these percentages decreasing from 7.5% to 5.2% over this period. Similarly, there has been a slight decline in the proportion of students who have not declared an educational goal, decreasing from 22.0% in fall 2007 to 16.6% in fall 2011. The percentage of students who have declared a general education goal (such as obtaining an associate degree without transfer or personal enrichment) also increased slightly from 10.3% to 13.9% over this same period.
Student enrollment by time of day has shifted to a higher proportion of students attending in the day and early afternoon period. In fall 2007, the proportion of students attending before 12:00 p.m. up to 3:29 p.m. was 43.6%; this increased to 48.6% by fall 2011. Similarly, late afternoon (3:30 p.m. to 6:29 p.m.) and evening (after 6:30 p.m.) enrollments decreased slightly from 45.1% in fall 2007 to 44.4% in fall 2011. The proportion of online enrollments also declined from 6.7% in fall 2007 to 4.4% in fall 2011.
Home Language

The distribution of language spoken at home has changed significantly since fall 2007. The proportion of students reporting Spanish as the language spoken at home declined from 26.7% in fall 2007 to 18.7% in fall 2011. Similarly, the proportion of students reporting English as the language spoken at home increased from 67.0% in fall 2007 to 73.0% in fall 2011. The proportion of students speaking Armenian also increased significantly from 1.7% to 4.0% and, though numerically small, is currently the third most common language spoken.

Successful Course Completion and Retention

Between fall 2007 and fall 2011, successful course completion (grade C or above) increased from 64.2% to 69.8%. There was an increase in the proportion of A grades (28.5% to 32.7%) and a decrease in F grades (19.5% to 14.1%), with the proportion of other grades remaining relatively unchanged. There was also a decline in the proportion of withdrawals (W notation) over this period, falling from 19.5% to 14.1%. This was likely related to increasing course scarcity and enrollment fees and to college-based retention initiatives during the fall 2007 to fall 2011 period.
Transfers

Full-year (fall and spring) transfers to California State University institutions decreased slightly from 246 in 2007-08 to 226 in 2011-12. In 2011-12 the College transferred 27 students to University of California institutions, about the average number of students transferring during the period 2005-06 to 2009-10.
Degrees and Certificates

There was an increase in both the number of associate degrees and certificates over the period 2007-08 to 2011-12. Associate degrees increased from 429 to 470 while certificates increased from 123 to 238. The increase in certificates was partly the result of a District wide effort to reclassify skill awards (requiring more than 12 but less than 18 credit units) to certificates of completion.

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. Approximately 18% of students work 40 or more hours per week while another 25% work between 20 and 39 hours per week. The income distribution of students is also skewed, with 42% reporting annual household income of $24,000 or less. LAMC students rely heavily on financial aid with approximately 54% of all enrolled students receiving some form of financial aid (fee waiver, state, or federal grants) in the 2011-12 academic year; this figure was nearly 78% for full-time students.

Faculty and Staff Composition

The number of regular full-time instructional faculty increased from 76 in fall 2006 to 84 in fall 2012 as a result of hiring additional full-time faculty to address the LACCD’s Faculty Obligation Number. Over this period, the total number of adjunct instructional faculty increased slightly from 238 to 248. The total number of college employees (which includes temporary employees and student employees) was 693 in December 2012. On a headcount basis, the total number of employees at LAMC in December 2012 consisted of 84 regular contract faculty and 248 adjunct faculty (including non-teaching faculty), 149 (classified) non-instructional staff, 8 academic
administrators, and 203 unclassified employees.

About 57% of college employees (excluding part-time and student employees) were female and the ethnic composition of this group was 45% White, 8% African-American, 26% Hispanic, 11% Asian, and less than 1% American Indian. The gender and ethnic distributions for principal employee groups are displayed in Table 2.

Table 2: Los Angeles Mission College Employee Demographics: March 2010

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>White</th>
<th>African-American</th>
<th>Latino</th>
<th>Asian</th>
<th>American Indian</th>
<th>Male</th>
<th>Female</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Faculty</td>
<td>63.8%</td>
<td>7.5%</td>
<td>21.3%</td>
<td>7.5%</td>
<td>0.0%</td>
<td>41.3%</td>
<td>58.8%</td>
<td>75</td>
</tr>
<tr>
<td>Other Full-Time</td>
<td>35.9%</td>
<td>9.2%</td>
<td>38.9%</td>
<td>16.0%</td>
<td>0.0%</td>
<td>34.4%</td>
<td>65.6%</td>
<td>141</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>60.4%</td>
<td>7.6%</td>
<td>21.9%</td>
<td>9.0%</td>
<td>1.1%</td>
<td>47.3%</td>
<td>52.7%</td>
<td>303</td>
</tr>
<tr>
<td>Other Part-Time</td>
<td>23.7%</td>
<td>7.7%</td>
<td>59.0%</td>
<td>8.3%</td>
<td>1.3%</td>
<td>28.0%</td>
<td>72.0%</td>
<td>235</td>
</tr>
<tr>
<td>Total</td>
<td>44.7%</td>
<td>7.9%</td>
<td>36.6%</td>
<td>9.9%</td>
<td>0.8%</td>
<td>38.3%</td>
<td>61.7%</td>
<td>754</td>
</tr>
<tr>
<td>Total (Excluding Other Part-Time)</td>
<td>54.2%</td>
<td>8.0%</td>
<td>26.4%</td>
<td>10.7%</td>
<td>0.6%</td>
<td>42.9%</td>
<td>57.1%</td>
<td>519</td>
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</table>
ORGANIZATION OF THE SELF EVALUATION PROCESS

Los Angeles Mission College began the work on its Self Evaluation Report in July of 2011 by appointing two faculty Self Evaluation Report co-chairs and by establishing an Accreditation Steering Committee composed of faculty, staff, and administrators. The Accreditation Steering Committee is co-chaired by a faculty member and the Vice President of Administrative Services, who also serves as the Accreditation Liaison Officer. The Accreditation Steering Committee (ASC) convened weekly meetings, identified co-chairs and members for each standard. Some standard teams began meeting during the summer of 2011. Additional members joined the standard teams on Flex Day of 2011. Standard teams and Accreditation Co-Chairs continued to meet, conduct research, collect evidence, and complete their assignments throughout 2011-12. Drafts of each standard were reviewed by the Accreditation Steering Committee (ASC) as they were submitted and posted on the Accreditation SharePoint Web site. In addition, evidence was gathered and posted on the Web site.

During the fall 2012 Flex Day, standard team co-chairs gave presentations that highlighted information from each of the standards. Faculty and staff provided written feedback and volunteered to review the Self Evaluation Report. This proved to be very helpful as the ASC analyzed each standard to ensure that it had been fully addressed. The final drafts of the Self Evaluation were distributed in the fall of 2012 and reviewed by faculty, staff and administrators.

ORGANIZATION OF THE INSTITUTION: 2012  Student Services Functional Chart

Vice President Student Services
Joe S. Ramirez

Administrative Secretary
Deborah Manning

Dean of Student Services/EOPS
Ludivina Villegas

DSP&S Director
(Vacant)

Admissions & Records Manager
Rosalie Torres

Financial Aid Director
Dennis Schroeder

Health Center Educator
Rocio Cisneros

Student Support Services Coordinator
Maricela Andrade

Veterans & International Students Director
Georgia Estrada

Admissions & Records Evening Supervisor
Martha Rios

Matriculation
Joe Ramirez

Assessment/Orientation
Linda Carruthers

Outreach
(Vacant)

Acting Assistant Dean, Title V
Young Ji Lee

Athletics
John Klitsner

Chair, Counseling Dept.
Diana Bonilla

Transfer Center
Tashini Walker

Articulation
Madelline Hernandez

12/5/2012
ORGANIZATION OF THE INSTITUTION: 2012 Administrative Services Functional Chart

Vice President of Administrative Services
Daniel Villanueva

Administrative Aide
Tara Ward

Financial Analyst
Frances Nguyen

Sheriff’s Office

College Financial Administrator
Jerry Huang

Director of College Facilities
Walter Bortman

Manager, College Information Systems
Hanh Tran

Administrative Analyst
Ronn Gluck

Administrative Aide
Accounting Technician
Zenaida Barredo

Supervising Accounting Technician
Accounting Assistant

Bookstore Manager
Zoila Rodriguez-Doucette

Stock Control Assistant
Cashiers
Bookstore Buyer

General Foreman
Victor Renolds

Operation Manager
Julius Walker

Sr. Computer Network Support Specialist
Carlos Garcia

Personal Assistant
Payroll Assistant

Web Designer
Nick Minassian

- Computer Network Support Specialists
- Assistant Computer Network Support Specialists
- Media Specialist

12/5/2012
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH
ELIGIBILITY REQUIREMENTS FOR USDE AND ACCJC

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

1. Authority

The institution is authorized or licensed to operate as an 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. 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 achieving student learning.

LAMC’s educational mission is clearly defined and specifically states the College’s commitment
to achieving student learning. The previous mission statement was approved by College Council
and the Board of Trustees on July 26, 2006. The mission statement was reviewed in 2012 and a
revised mission statement was approved by the Board of Trustees on October 17, 2012. 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, the Schedule of Classes, 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.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. 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.

The Board of Trustees (BOT) 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 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 and 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 approves all courses taught at the institution including online courses.

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 office 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, President Perez 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 experiences 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 Presidents Council in order to implement Board policies.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

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 10,000 students, has received funding for a president, three vice presidents, dean of Institutional Research and a minimum of four deans. In addition, this 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.

6. 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 10,000 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 470 degrees and 238 certificates in the 2011-2012 academic year.

7. 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.

Los Angeles Mission College offers courses in 54 disciplines. The College offers 55 associate degree programs and 40 certificates. The majority of the College’s courses are degree applicable; others provide opportunities in basic skills education. The majority of students, 37.3 percent, officially state their goal is to transfer.

8. 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. At least one degree program must be of two academic years in length.

Los Angeles Mission College’s degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of 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 2012-2013 College Catalog.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Academic credit is given in semester units, based on the Carnegie Unit value system and Title 5 of California Administrative code, §55002.5. 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.
Information on the definition of units, grading system, transfer of credit, and units by course are provided in the College catalog. The credit awarded for each course and the time that the course meets per week for a 16-week semester is specified in the Schedule of Classes.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

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

11. 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 demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

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 a certificate or degree. Institutional Student Learning Outcomes (ILOs) (formerly called 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.
12. 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.

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 obligation 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 test all knowledge appropriate to a 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.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core 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.

The College employs approximately 83 full-time and 246 part-time 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, develop SLOs, and are expected to participate in assessments and the Program Review process. The number of full-time faculty is sufficient in size and experience to support the mission and the College’s educational programs. 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.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

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 in the admissions application 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, the Science, Technology, Engineering, Math (STEM) grant, TRIO, EOP&S, and Matriculation, provide support in meeting the academic needs of LAMC students.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

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 benefitting 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.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

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 206 computers available for student use. 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 Technology Center, Computer Science Information Technology lab, Child Development Resource Center, Multimedia Lab, and the Math Center.

17. 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.

Each year the College prepares a financial operations plan to assess the need for financial resources in critical operations. The previous fiscal year (FY 2011-2012) allocation was $24,887,882. The FY 2012-2013 budget is $22.9 million. 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 has resulted in significant workload reductions. In an effort to
sustain long-term financial stability, the District implemented a new funding model in the 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. An example of the efficacy of LAMC planning is the building of the new Central Energy plant which is anticipated to reduce utility costs by approximately 40 percent. LAMC anticipates realizing these savings in fiscal year 2013-2014.

18. 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. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application 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 FY 2010-2011 the College operated with a carryover balance in excess of $1,000,000 which was used to cover expenditures incurred in FY 2011-2012. When audit exceptions are identified, LAMC implements a plan of corrective action and monitors those actions. The vice presidents have been designated to monitor corrective action plans.

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.

Los Angeles Mission College adopted its Strategic Master Plan in 2008-2009 and it is updated annually by the College Council. The plan outlines priorities, goals, and mission/vision and value statements. The College has 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, assessment, and institutional improvement. 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.

Since the last accreditation Self Evaluation Study, the College has completed three full cycles of planning, review, and resource allocation and implementation of improvements.

20. Public Information

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

General Information
- Official Name, Address(es), Telephone Number(s), and Web site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- 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
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies May be Found:

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 polices; 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 2012-2013 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 Student 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 catalog are academic probation and dismissal, standards of student conduct and disciplinary action, the District nondiscrimination policy, grievance and complaint procedures, sexual harassment prevention, and drug-free environment policies.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, 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 carry out 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.

Adherence to state regulations and to the Accrediting Commission for Community and Junior College’s eligibility requirements standards and policies is ensured by 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 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 (1). 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 Mission are reviewed through the cyclical review process of Program Review.

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 judgments 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 9/29/09 (2)

All of LAMC online/hybrid classes at Mission 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 (3) for using the course management system (MOODLE), student services (e.g., registration, financial aid, orientation), and educational resources (e.g., library research databases, and online Self-Help Tutoring Resources (4).

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 (5). The substantive change proposal was approved by the Accrediting Commission for Community and Junior Colleges on June 2, 2009 (6). A second Substantive Change Proposal for the College as a whole was approved by the Commission on June 6, 2012 (8).
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 admissions process and receive a student ID number. The username and password used to access the course is based on the student’s ID number and date of birth (lamission.edu/online) (9). 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 mandatory entrance and exit loan counseling sessions which is 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 current default rate is 15 percent (3-year official) and 12.9 percent (2-year official).

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

Ads, 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 this 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 classes. Recruitment conducted by special programs on campus, e.g., EOP&S, SSD, is carried out by trained employees of the campus.

Policy on Institutional Degrees and Credits

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

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

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

**Policy on Institutional Integrity and Ethics**

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

LAMC has policies to ensure academic honesty, integrity in hiring processes, and prohibitions on conflicts of interest, including board rules that the Board of Trustees, the District, and College personnel must follow. The Board is bound by Board Rule 2300.10 on ethical behavior and Board Rule 2300.11 on procedures for sanctioning trustees in case of ethics violations. The District regularly reviews policies and regulations through the Office of General Counsel. Faculty members are bound by an ethics code based on the AAUP 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. The creation of a Whistleblower Program to report concerns related to the bond construction program is one such example.
RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS REVIEW (2007)

Recommendation 1: Campus Relationships

The college is making progress in the development of institutional processes that assure inclusive and collaborative governance. To assure the sustainability of these efforts, the college must clarify and codify institutional relationships. The team recommends that the college establish clearly written policies that encourage institutional leaders to work together collegially and to regularly share these policies with all constituent groups within the educational community (Standards I.B.1, I.B.2, I.B.4, III.A.4, IV.A.1, IV.2, IV.2.a, IV.3, IV.5).

As reported in the Los Angeles Mission College 2008 Accreditation Progress Report (1.1), after receiving the accreditation team’s final evaluation report in July 2007, a leadership retreat was held July 27 to review and plan strategies to address the college’s response to the recommendations (1.2). Areas that were discussed included strategic goal development, program review (unit assessment) and planning, and the linkage of program review to college educational strategic goals and resources, shared governance, and the college fiscal outlook and issues.

In September of 2007, the Academic Senate invited all interested faculty to participate in an accreditation steering committee meeting to discuss how best to respond to the accreditation recommendations and to develop action plans (1.3). The recommendations were divided into three major areas: collegiality and shared governance, planning and accountability, and student learning outcomes and assessment. Task forces were formed for each area. The Collegiality and Shared Governance Task Force members were asked to do research and to provide suggested language for a code of conduct statement. Several task force members proposed language for the statement, and early drafts were circulated widely.

A campus-wide retreat was held in October of 2007 to provide a forum for a broader discussion of the accreditation recommendations and plans for responding to them; 48 faculty and staff members attended (1.4). There was a breakout session during the retreat to discuss the proposed language for the Code of Conduct Statement. The participants agreed on a statement condensed from the original draft. The Code of Conduct included language that stated that those representing or acting on behalf of the college have a responsibility to conduct themselves in a manner that will maintain civility (1.5). The code encourages institutional leaders to work together collegially by promoting conflict resolution, respect, fairness, and a commitment to student success and learning. At the end of the retreat, the document was presented to all the participants, and subsequently was distributed to the campus community via e-mail.

Other accomplishments and highlights of the 2007 campus-wide retreat are listed below:

- The role of the Shared Governance Task Force and the process for writing the charters for all shared governance committees was discussed.
During a Planning and Accountability breakout, a draft of the new template for program review (unit assessment) was presented and the components were discussed along with how to integrate the process with budget and planning to improve institutional effectiveness. The group agreed that the template which was developed for the academic units could be easily modified for non-instructional units. Time frames for the unit effectiveness review and operational planning were discussed and suggestions made to align these two processes. It was further recommended that the Educational Planning, Student Services, Facilities, and Budget and Planning Committees begin to develop timelines for collecting, organizing, and prioritizing resource requests to align with the operational planning calendar.

An update as to the progress on Student Learning Outcomes was presented. The importance of accelerating this process was emphasized and handouts were distributed to assist in developing SLOs, assessments, and rubrics. A presentation was given on eLumen, a database program to assist with SLOs and assessment. A handout from the American Federation of Teachers (AFT) concerning the role of SLOs in faculty evaluation was distributed.

The College Code of Conduct was presented to the Academic Senate at its November 1 meeting (1.6) and approved at the December 6, 2007 meeting (1.7) with minor modifications. It was approved unanimously by the College Council at its December 20, 2007 meeting (1.8) and was incorporated in the charters of the shared governance committees as part of the membership responsibilities. The College Council reaffirmed the College Code of Conduct at its September, 2009 meeting (1.9). While violations to this code have not occurred since its approval, any staff member displaying unprofessional and or uncivil behavior could be referred to human resources for violating District standards of professionalism as delineated in LACCD Personnel Guide policies B474 and B476 (1.10). In order to ensure that this information is regularly shared with all constituent groups within the educational community, the Code of Conduct and the Shared Governance Committee Charters have been posted on the college website.

A change in the campus e-mail policy was also instituted during the summer of 2007 which restricted distributing e-mail messages to the entire campus without prior approval from an administrator (1.11). This change eliminated the practice of sending blanket e-mails to attack or criticize decisions or individuals. In addition, the college president on multiple occasions made it very clear that there would be zero tolerance for inappropriate e-mails, public comments, and behavior. In the three years that have transpired since the 2007 self study, campus climate and collegiality have improved in a sustainable and significant manner.

**Evidence:**
1.1 Los Angeles Mission College (LAMC) 2008 Accreditation Progress Report
1.2 LAMC Leadership Retreat PowerPoint presentation, July 27, 2007
1.3 Accreditation Steering Committee meeting agenda, September 25, 2007
1.4 LAMC Retreat Agenda and Minutes, October 5, 2007
1.5 LAMC Code of Conduct
1.6 Academic Senate Minutes November 1, 2007
1.7 Academic Senate Minutes December 6, 2007
1.8 College Council Minutes December 20, 2007
1.9 College Council Minutes September 17, 2009
Recommendation 2: College Governance

It is commendable that the college crafted and approved a new governance model. However, the model is untested and will require a commitment to the tenets of participatory governance to make it successful and useful to the college decision-making process. The team recommends that the areas of responsibility be defined to clarify the outcomes of any given governance process (Standard IV.A.1, IV.A.2, IV.A.2.a, IV.A.3).

As reported in the Los Angeles Mission College 2009 Accreditation Follow-up Report (2.1), the Shared Governance Task Force that was established by the College Council in May of 2007 has continued to oversee the shared governance committees. The shared governance committees that report and make recommendations to College Council are the Budget and Planning Committee, Educational Planning Committee, Facilities Planning Committee, Professional and Staff Development Committee, Student Support Services Committee, and Technology Committee. (See Chart 1)

Chart 1

[Diagram showing the shared governance committee structure with arrows indicating communication, recommendations, and policy decisions.]
During 2008 and 2009 the shared governance committees met on a regular basis. Committee charters, agendas, and minutes are posted on the college website (2.1, 2.2, 2.3). The standing committees submit monthly reports to the College Council (2.2). The College Council meets the third Thursday of each month and is co-chaired by an administrator and a faculty member. Committees submit recommendations to College Council as necessary, which are then voted upon by the Council and are forwarded to the President for final decision before implementation. The membership of College Council includes representatives from all major constituency groups: administrators, faculty, classified staff, and students (2.3). The co-chairs of the six standing committees are members of College Council; each standing committee has one administrative co-chair and one faculty or staff co-chair. All faculty appointments to the standing committees are made either by the Academic Senate or AFT. College Council and all the standing committees have regular meeting times and places and established memberships. All meetings are open to the public and student representation is encouraged.

Table 1: Los Angeles Mission College Shared Governance Committees with Meeting Times and Locations

<table>
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<tr>
<th>Committee</th>
<th>Regular Meeting Time and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council</td>
<td>Third Thursday at 1:30 pm&lt;br&gt;Campus Center Room 1</td>
</tr>
<tr>
<td>Budget and Planning</td>
<td>First Thursday at 12:00 pm&lt;br&gt;Campus Center Room 2 or 4</td>
</tr>
<tr>
<td>Educational Planning</td>
<td>First and Third Mondays at 1:30 pm&lt;br&gt;Campus Center Room 4</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>Third Tuesday at 1:00 pm&lt;br&gt;Student Services Conference Room</td>
</tr>
<tr>
<td>Technology</td>
<td>Second and Fourth Wednesdays at 12:00 pm&lt;br&gt;Collaborative Studies Building Room 108</td>
</tr>
<tr>
<td>Professional and Staff</td>
<td>First Thursday at 12:30 pm&lt;br&gt;Collaborative Studies Building Room 108</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>Facilities Planning</td>
<td>Second Thursday at 12:30 pm&lt;br&gt;CSB Conference Room</td>
</tr>
</tbody>
</table>

Committee Functions: In the fall of 2007, the Shared Governance Task Force made recommendations to College Council defining the charge, function, and membership of the shared governance committees. Each committee developed a charter based on these recommendations, which was approved by College Council. The charters specify the following areas of responsibility of each committee.

College Council:
- Review, revise and approve college mission and goals and recommend that the College President send them to the LACCD Board of Trustees for approval.
- Oversee timeline and assessment criteria for all unit plans.
- Define annual college priorities that reflect the goals of the college and the assessment of college unit plans.
• Coordinate and evaluate the effectiveness of College Council and the six advisory shared governance committees: Budget and Planning, Educational Planning, Facilities Planning, Student Services, Professional and Staff Development and Technology.
• Receive, review, evaluate and act upon reports and recommendations to the College President from Shared Governance Committees.
• Respond to requests from the President to study and make recommendations regarding a concern.
• Define and implement communication mechanisms to regularly communicate meeting schedules, agendas and status of recommendations, policies and procedures to the college community, including College Council member constituents.
• Provide recommendations to the college president on college matters and through the College President to the District on District matters.
• Oversee college responses to all accreditation recommendations.

**Budget and Planning Committee**
• Develop budget procedures, policies, guidelines and timelines.
• Regularly report to College Council on current budget status and when necessary, the need to reduce expenditures.
• Review and prioritize budget and funding requests.
• Make budgetary recommendations to balance the budget.
• Oversee the development of college responses to all budget and planning related accreditation recommendations.
• Develop benchmarks for the evaluation and assessment of budget expenditures.

**Educational Planning Committee**
• Develop, update and oversee the implementation of the Educational Master Plan.
• Oversee Program Review (Unit Assessment) and SLO development in Academic areas.
• Integrate results of Program Reviews into the Educational Master Plan.
• Oversee the college responses to any educationally related accreditation recommendations.
• Oversee viability review of educational programs.
• Oversee planning, implementation and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, and Distance Education.
• Develop prioritization criteria for the allocation of instructional resources.
• Prioritize and make recommendations to the Budget and Planning Committee for the allocation of resources to the academic units.
• Receive and prioritize requests for Instructional Equipment funds and forward recommendations to the Budget and Planning Committee.

**Student Support Services Committee**
• Make recommendations to facilitate the Enrollment Management process.
• Review and evaluate the campus-wide student services that are provided to LAMC’s student population.
• Review and evaluate all student activities related to the purpose of the committee.
• Develop benchmarks for the evaluation and assessment of enrollment growth and student satisfaction.
- Review the Student Services Program Review process.

**Technology Committee**
- Develop, update, and oversee the implementation of the Technology Master Plan.
- Study, review, advise, and recommend policies and procedures relating to institutional technology.
- Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the college.
- Identify, prioritize, and review technology needs with regard to network infrastructure, staffing, funding, and equipment capacities.
- Ensure compliance with accessibility standards for all students, including those with disabilities.
- Coordinate with Shared Governance and other college standing committees.

**Professional and Staff Development Committee**
- Provide faculty, administration, and classified staff the opportunity to maximize their professional and personal development through a planned program of activities and resources that support the mission and goals of the college (Staff Development Plan 8/5/97).
- Ensure that opportunities for professional growth are made available to faculty, staff and administrators under the guidelines of AB 1725.(Ed. Code 87150)
- Responsible for training and professional development of staff, classified, and faculty.

**Facilities Planning Committee**
- Oversee college facilities planning.
- Review college facilities master plan and educational master plan for consistency.
- Recommend new facilities projects.
- Review and make recommendations on the college’s scheduled maintenance program (SMP process).
- Recommend SLOs and facilities management Program Review (previously called unit assessment) measures.
- Review college facilities use policies and procedures.
- Assist in the development of facilities maintenance standards, staffing requirements, and quality control for all college facilities.
- Review projects and make recommendations on priorities for bond funded facilities.
- Stay apprised of Work Environment Committee recommendations to College Council.

As a result of the shared governance committee evaluations (see Recommendation 3 below), which are performed twice a year at the end of the spring and fall semesters, the charters have been revised as needed to further refine the areas of responsibility of each committee.

**Evidence:**
2.1 Los Angeles Mission College Accreditation Follow-up Report
2.2 [www.lamission.edu](http://www.lamission.edu)
2.2 Charters of shared governance committees

**Recommendation 3: Evaluation and Effectiveness of Governance Committees**
The team recommends that the College Council implement the regular and systematic evaluation of the effectiveness and integrity of its collaborative governance committees by fall 2008 (Standard IV.A.5).

As reported in the Los Angeles Mission College 2009 Accreditation Follow-up Report (2.1), in May of 2007 the College Council established the Shared Governance Task Force to oversee the new shared governance committees and monitor their effectiveness and integrity (3.1). The Shared Governance Task Force began meeting in June 2007 and developed a template for the shared governance committee charters including the purpose, membership, authorization, goals and objectives, reporting system, membership responsibility and code of conduct.

The Shared Governance Task Force has continued to oversee the shared governance committees. In December 2007 the Shared Governance Task Force distributed a committee self-evaluation form (3.2) and recommended that the six standing committees reporting to College Council perform a yearly self-evaluation beginning in spring 2008 (3.3). The self-evaluation was completed during the spring semester 2008 and 2009 (3.4). The Shared Governance Task Force reviewed the self-evaluations and provided a written summary at the May 2008 and May 2009 College Council meetings (3.5).

**Table 2: Summary of Two Self-Evaluations by Los Angeles Mission College Shared Governance Committees (Performed in 2008 and 2009)**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget and Planning</strong></td>
<td>Yes /Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>No/Yes</td>
</tr>
<tr>
<td><strong>Educational Planning</strong></td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
</tr>
<tr>
<td><strong>Student Support Services</strong></td>
<td>No/Yes</td>
<td>Yes/Yes</td>
<td>Partially/Yes</td>
<td>None listed/Goals in development</td>
<td>Yes/Yes</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Partially/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
</tr>
<tr>
<td><strong>Professional and Staff Development</strong></td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Partially/Yes</td>
<td>Yes/Yes</td>
<td>No/Yes</td>
</tr>
<tr>
<td><strong>Facilities Planning</strong></td>
<td>Yes/Yes</td>
<td>Yes/Yes</td>
<td>Yes/Partially</td>
<td>Yes/Charter under review</td>
<td>Yes/Membership under review</td>
</tr>
</tbody>
</table>

By the spring of 2008, most of the committees were meeting on a regular basis and had full memberships. The majority of the committees had begun to prioritize their goals based on their charters and had begun to accomplish some of these goals. However, it took some of the committees a few months to establish a full regular membership due in part to several faculty retirements, transfers, and leaves. By 2008 all of the committees had full memberships according to the charter guidelines.
Based on the self-evaluation performed in May 2008, a number of recommendations were made by the task force at the May 2008 College Council meeting. The recommendations and their status are summarized in the table below.


<table>
<thead>
<tr>
<th>Shared Governance Task Force Recommendations (May, 2008 and May 2009)</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Program Review (Unit Assessments) for all other units on campus in the next year to ultimately establish a clear link between budget and planning. This will better enable the Budget and Planning Committee to fully incorporate budget allocation processes.</td>
<td>Completion dates of Program Reviews: Academic, Spring 08; Student Services, Winter 09; Administrative Services, Spring 09.</td>
</tr>
<tr>
<td>Establish a regular meeting of the co-chairs of all the shared governance committees. This will assist in understanding the relationships among the committees. Currently the linkages between the shared governance committees are not clearly delineated.</td>
<td>Since Fall 2008, committee co-chairs have met monthly before College Council meetings.</td>
</tr>
<tr>
<td>Each committee should continue to be vigilant in monitoring memberships. The replacement or reappointments of the one-year terms should be completed by June 15.</td>
<td>AFT and Senate appointments are made every June or as vacancies arise.</td>
</tr>
<tr>
<td>College Council should be responsible for monthly committee updates to the campus community indicating any action items that have been adopted by College Council.</td>
<td>College President and administration have held monthly Town Hall Meetings since Fall 2008.</td>
</tr>
<tr>
<td>The Co-Chair of College Council should be in place before the beginning of July of 2008.</td>
<td>A faculty co-chair was elected in Summer 2008.</td>
</tr>
<tr>
<td>College Council should also prepare a self-evaluation of this past year to be placed in the task force files.</td>
<td>Completed January 2009.</td>
</tr>
</tbody>
</table>

After the committee self-evaluations were completed in May 2008, the need for additional information on the effectiveness of the committees became apparent. As a result, in the fall of 2008 the Shared Governance Task Force developed a comprehensive external evaluation instrument (3.6) to be completed by teams of two individuals not sitting on the committees being evaluated. The evaluation instrument was presented and discussed at the November and December 2008 College Council meetings (3.7). The evaluation teams reviewed each committee’s minutes, agendas, and charters and cross referenced this information with College Council minutes and the College Strategic Plan. The first part of the evaluation examined the frequency of meetings, member participation, and reports and recommendations to College Council. The second part of the evaluation included the following questions and information.
1. Is the committee charter posted on the campus website?
2. Are agendas distributed 72 hours in advance of meeting?
3. List the major discussion and information items (Attach additional sheets if necessary).
4. List action items.
5. List recommendations to College Council, Budget and Planning, or some other body. What were the outcomes? (Approved, Pending, or other)
6. Are committee actions and recommendations consistent with the college strategic plan? (Specify how—which goals and objectives are addressed?)
7. Are committee actions and recommendations consistent with the committee’s charter?
8. Based on this evaluation, does the committee charter need to be reviewed?
9. What are some of the committee challenges?
10. Commendations and recommendations:

The two-member teams completed their first round of committee evaluations in January 2009 (3.8), and the Shared Governance Task Force met to formulate preliminary recommendations to increase the effectiveness of the governance process. These recommendations were submitted to College Council on February 5, 2009 (3.9) and were placed on the agenda for the regular February 19 College Council meeting. Based on the external evaluations, it became clear that some committees were very effective. These committees met regularly, meetings were well attended, they had agenda items that were consistent with their charters and the College Strategic Plan, and they made recommendations to College Council that resulted in decisions based on shared governance. Other committees functioned primarily as forums for information, discussion, and planning. Several of these committees were involved in planning college-wide activities such as training workshops, student events, and campus policies; while they reported regularly to College Council, they did not bring action items forward. Below is a table summarizing the external evaluations for 2008 and a written summary for each committee. External evaluations for 2009 are in progress and will be completed spring 2010.

Table 4: Summary of External Evaluations of Los Angeles Mission College Shared Governance Committees (Performed in December, 2008)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Meetings in 2008</th>
<th>Average Number of Members per Meeting</th>
<th>Average Number of Attendees per Meeting</th>
<th>Regular Reports to College Council</th>
<th>Recommendations or Action Items to College Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Council</td>
<td>9</td>
<td>15</td>
<td>18</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Budget and Planning</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Educational Planning</td>
<td>20</td>
<td>10</td>
<td>13</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Technology</td>
<td>13</td>
<td>7</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Professional and Staff</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Planning</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Los Angeles Mission College | 2013 Accreditation - Self Evaluation Report
**College Council** elected a faculty co-chair in August 2008. The committee met nine times in 2008 and ten times in 2009. The Council received monthly reports from all six standing committees, as well as the SLO Coordinator, Accreditation Co-Chairs, Work Environment Committee, Shared Governance Task Force, Campus Project Manager, and the College President. The Council also received and acted upon recommendations from the Educational Planning and Budget and Planning Committees. Major discussion and information items included facility and technology updates, accreditation, Student Learning Outcomes, Basic Skills Initiative, Program Review, ASO activities, the College Strategic Plan, and the Budget and Planning Document. The College Council held a leadership retreat in August 2008 (3.10) at which the framework for the College Strategic Plan was developed. The College Council action items included approval of instructional equipment funds, the Strategic Plan, January 15, 2009 (3.11, 3.12) the Budget and Planning Document (3.13), and the Basic Skills Matrix (3.14).

**The Budget and Planning Committee** met seven times in 2008 and nine times in 2009. The co-chairs reported regularly to College Council. The committee members participated in the Program Review validation process of the academic units. The committee reviewed requests for additional funds that were part of the Program Review process and made recommendations on allocations which were subsequently approved by the Council and the College President. This is an example of a clear linkage between the planning and budget processes. They also requested and received budget presentations from categorical and specially funded programs. Important discussion items included development of a process for approving new grant proposals and institutionalization of the Math Center currently funded by a Title V grant. The committee developed a comprehensive Budget and Planning document which was presented to the Academic Senate and approved by College Council in December 2008 (3.13).

**The Educational Planning Committee (EPC)** met twenty times in 2008 and eighteen times in 2009. The co-chairs reported regularly to College Council. Some of the major discussion items included the update of the Educational Master Plan, departmental reorganization, Student Learning Outcomes, accreditation, the College Strategic Plan, revision of AA Degrees, institutionalization of the Math Center, enrollment management, faculty hiring, instructional equipment funds, Basic Skills Initiative, Career Technical Education (CTE) innovation fund for vocational programs, the Budget and Planning document, and Program Review and the validation process of academic areas. The following department chairs gave Program Review presentations beginning in the fall of 2008: Life Sciences, Physical Sciences, Business and Law, English, Professional Studies, and Social Sciences. Validation, approval, and responses to academic Program Reviews were completed during the fall 2008. The remaining seven departments made presentations in 2009: Arts, Health, and P.E.; Developmental Communications; ESL; Learning Resource Center; Library; Math and Computer Science; and Chicano Studies and Foreign Languages.

The EPC approved the following action items: Basic Skills Planning Matrices, revision and approval of compliant AA Degree, the reorganization of the Natural Sciences Department into Life Sciences and Physical Sciences, and the update of the Educational Master Plan (EMP). In the external evaluation the committee received commendations for its excellent participation, attendance, and organization, addressing a wide range of academic issues, being action oriented, and developing a meaningful program review process which is tied to institutional planning. The
committee also was very successful in providing a collegial and objective forum in which to discuss the reorganization of academic departments.

**The Facilities Committee** met seven times in 2008 and three times in 2009. They reported to College Council. The main information and discussion items were the status of campus construction projects; campus policies on smoking, posting materials, and handicapped parking; security and fire system updates; the Facilities Master Plan; the Administrative Services survey; and the online Program Review for Administrative Services. They also received reports from the Work Environment Committee. There were no formal action items or recommendations made to College Council. The external evaluation of this committee resulted in a recommendation to modify the membership and the charter to ensure that it has a broader representation and a more active faculty role in planning of facilities. The approval of Bond Measure J in November 2008 underscored the need to link facilities and educational planning more strongly.

**The Professional and Staff Development Committee** met eight times during 2008 and ten times during 2009. They reported regularly to College Council. The current faculty co-chair started in January of 2008. The committee planned numerous campus-wide events including various workshops for faculty and staff on instructional technology, basic skills, health, and professionalism. They organized the annual Spring Fest, the Fall Opening Day (Flex) program, and the holiday party. They also discussed the process for recording professional development (Flex) hours. Finally the committee coordinated two very successful Faculty Academies for the new probationary instructors hired in 2008 and 2009.

**Student Support Services** met five times during 2008 and four times in 2009. They reported to College Council. The major discussion and information items included the Student Services Program Review process, student activities (Welcome Day, College Fair, Senior Day, and Career Day), online orientation, and a District-wide student services survey. The committee was involved in planning the program review process for all student services areas, which was completed in spring 2009. No formal recommendations were made to College Council.

**Technology Committee** met thirteen times during 2008 and twelve times in 2009. They reported regularly to College Council. The major discussion items included instructional software, online instruction, technology upgrade projects, faculty and staff portal presentations, library technology resources, training of faculty and staff, tutoring, District student technology survey, literacy and information competency survey, smart classrooms, and updating the college technology plan. In October through December of 2008 the committee completed a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for several areas of the campus (3.15). The purpose of the SWOT analysis was to help develop an update for the campus technology plan. They made recommendations to College Council and the Academic Senate about online course management systems.

In conclusion, the Los Angeles Mission College shared governance committees have been meeting and reporting to College Council on a regular basis. Some of the committees, such as Budget and Planning and Educational Planning, made recommendations to College Council which resulted in actions taken. Other committees served mainly as information or planning bodies and did not submit formal recommendations to College Council. While faculty, staff, and administrator participation in the shared governance committees was very good, most committees had limited student representation. The Shared Governance Task Force will
continue to monitor the effectiveness of each committee on an ongoing basis. Self-evaluations will take place every spring semester, and external evaluations will occur at the end of each fall. These evaluations will serve as the basis for recommendations for improvement of the shared governance process.

A second round of external shared governance committee evaluations is being completed for the 2009 calendar year. The results of those evaluations will be compiled and presented to College Council in the spring of 2010.

**Evidence:**
3.1 College Council meeting minutes, May 22, 2007  
3.2 Shared Governance Committee Self-Evaluation Form  
3.3 College Council meeting minutes, December 20, 2007  
3.4 College Council minutes, April 17 and May 15 2008, and May 2009  
3.5 Shared Governance Committee Self-Evaluation Summary  
3.6 Shared Governance Task Force External Evaluation Instrument  
3.7 College Council meeting minutes, November and December 2008  
3.8 Shared Governance Task Force External Evaluation of Shared Governance Committees, January 2009  
3.9 College Council meeting minutes, February 5, 2009  
3.10 College Council leadership retreat, August 2008  
3.11 College Council meeting minutes, January 15, 2009  
3.12 LAMC College Strategic Plan  
3.13 LAMC Budget and Planning Document  
3.14 Basic Skills Planning Matrix  
3.15 Technology Committee SWOT analyses

**Recommendation 4: Planning**

The team recommends that the college-wide unit assessment (program review) effort should be revitalized. The cyclical approach to unit assessment, if systematically implemented, should align the college budgeting process with the planning process. The college should define a clear link between budgeting, enrollment planning, staffing, instructional equipment, technology, and facility maintenance (Standards I.B.4, I.B.6, I.B.7, III.A., III.A.6, III.B, III.B.2, III.2.a,b, III.C, III.C.1.a, III.C, III.C.2, III.D, III.D, III.D.1.a,b,c,d, III.D.3).

As reported in the Los Angeles Mission College 2008 Accreditation Progress Report (1.1), the college has redesigned and streamlined the program review (unit assessment) process so as to align the college planning, resource allocation, and budget preparation processes. In summer 2007, a task force of the college’s Educational Planning Committee (EPC) met to re-examine and strengthen the linkages between planning and resource allocation. The task force adopted the approach that the resource allocation process should be directly linked to the advancement of the college’s strategic goals, which are focal points of the unit planning and assessment process. A college leadership workshop held in summer 2007 (4.1) sought to align college strategic goals with those of the LACCD and California Community College system office. The task force examined the role of shared governance committees in the resource allocation process, and then restructured and simplified the program review model (4.2) so as to link outcome measures to
each of the college goals. Finally, the task force developed an implementation timeline with academic program review beginning in fall 2007. Program review for academic disciplines opened on November 12, 2007 and closed on January 31, 2008; 95 percent of the academic units submitted their program reviews by the due date. Non-instructional units completed their program reviews during the spring 2009 timeframe.

The restructured program review model for academic units consists of four components: the unit effectiveness review, the curriculum review, the student learning outcome review, and the instructional equipment and supply request section. (Non-instructional units do not complete a curriculum review.) In consultation with the appropriate shared governance oversight committees (EPC for academic disciplines, Student Services Committee for student services units and Facilities Committee for selected administrative services areas), effectiveness measures were developed for each college strategic goal. In the effectiveness component, units review and analyze five-year trend data on a particular measure and its relationship to a college-wide or other comparative measure. They then develop objectives or initiatives to advance the college goal or address issues that were identified in the review. The unit plan, consisting of all the objectives developed by the unit, is monitored and updated on an annual basis and comprehensively evaluated over a three-year period. To simplify the distribution and collection of information and ensure maximum compliance, the new program review model utilizes a web-based graphical interface for delivering and displaying data and for collecting responses from each unit. The unit effectiveness review contains prompts that request information on the status of student learning outcome (SLO) development, assessment, and implementation. The college is currently exploring web-based systems for SLO management.

In the college’s shared governance framework, shown in Chart 2 (4.3), the linkage between resource allocation and planning is based on the unit planning process. Shared governance oversight committees are responsible for validating the information and prioritizing resource requests made through the unit plan. For example, in the case of the EPC, resource requests accompanying unit objectives are prioritized and then forwarded as a recommendation to the Academic Affairs Division for inclusion as a tentative budget request. The goal of the Budget and Planning Committee is to recommend annual college priorities (in line with college strategic goals), identify the allocation of funds across major college operational divisions, and suggest which college-wide resources should fund these priorities. Once priorities are set and resources identified, final division budgets are submitted for approval to the College Council and forwarded as recommendations to the College President.

The college uses unit planning as the primary process for developing resource requests. This movement represents a significant change from the former resource system, which was characterized by a multiplicity of request processes (e.g., State Instructional Equipment/Block Grant, Career Technical Education, Hiring Prioritization). An additional module was developed for the college’s academic program review model which was used to collect instructional equipment and supply requests. To achieve a tie-in to unit planning, these requests were linked to unit plan objectives. As a pilot project, in February-March 2008, the EPC and Budget and Planning Committees reviewed, prioritized, and funded requests from this system using block grant and other available funds.
Chart 2: LAMC Shared Governance Committee Resource Allocation Process

**LAMC Resource Allocation Approval Path**

- **College President**
- **College Council**
- **Facilities Planning Committee (Space Requests)**
- **Budget & Planning Committee (Over-base Requests)**
- **Division Managers (Vice Presidents)**
- **Academic Affairs**
- **Student Services**
- **Administrative Services**
- **President office**
- **Program Review & Resource Allocation Requests**

**Legend**
- Resource Requests
- Resource Decisions

- College Council recommends to the College President.
- Determines the facility requests based on Stability and space requirements of the programs.
- Determines the over-base requests based on Sustainability and Stability.
- Reviews, prioritizes and submits resource requests to Budget & Planning and Facilities Planning Committees.
- Conducts effectiveness review:
  - Program
  - Curriculum,
  - SLO, PLO
- Requests facilities or over-base funding.
- Develops and evaluates unit plan.
- College President conducts effectiveness review:
  - Program
  - Curriculum,
  - SLO, PLO
- Requests facilities or over-base funding.
- Develops and evaluates unit plan.
The timing of resource requests through the unit planning process is designed to coincide with the college’s operational budget preparation cycle so that resource requests can be incorporated into the next year’s operational budget. Since the college’s operational budget plan is determined by the district budget calendar, the college unit planning and shared governance activities were set to conform to this framework. The district requires colleges to conduct their operational planning during the December to March timeframe; therefore, budget prioritizations of shared governance committees must be completed by December so that resource requests can be incorporated into the initial phase of budget preparation. The college program review/unit assessment process is scheduled to occur in the fall semester of each academic year to allow budget decisions to take place the following spring semester.

The college believes that it has developed and implemented changes to both its program review/unit assessment system and shared governance model which will ensure the linkage of planning to resource allocation and budget development. This has involved work by a number of shared governance task forces and committees. The college recognizes that this system involves a complex set of relationships; the process and procedures developed have been tested and continually fine-tuned. The college is committed to open and regular communication and a flexible approach to problem-solving so as to ensure the success of this major change in institutional behavior.

Evidence:
4.1 College Leadership Workshop July 27, 2007
4.2 Program Review/Unit Assessment Template
4.3 LAMC Budget and Planning Document, 2008

Recommendation 5: Student Learning Outcomes and Assessment
Although the college has made some progress in defining the Student Learning Outcomes (SLOs) at the course and degree level, the college should accelerate efforts to complete the development and inclusion of Student Learning Outcomes Assessment Cycle in all courses, college programs, and services (Standards I.B, I.B.1, II.A.1.a,c, II.A.2.a,b,e,f,g,h,I, II.A.3, II.B.4, II.C.2, III.A.1.c).

Since the accreditation evaluation team’s visit in March 2007, Los Angeles Mission College has stepped up the process to complete the development and inclusion of student learning outcomes and assessment in all courses, college programs, and services. Since May of 2007 a semi-annual Student Learning Outcomes and Assessment report (5.1) has been prepared. The results of the reports are summarized in the table below (5.2).

As can be seen from these results, the faculty of Los Angeles Mission College have been actively completing course SLOs. Faculty, in general, has been very cooperative, and the chairs of the departments have worked closely with both their full-time and adjunct faculty to complete SLOs and assessments. A wide variety of assessment instruments are being used to measure student achievement of SLOs.
The fifteen Student Services divisions have identified SAO/SLO performance indicators and assessment timelines. Most of the assessments began in the 2008-2009 academic year. All outcomes and assessments are linked to college Institutional SLOs which were established in 2002. A diversity of evaluation instruments are planned such as surveys (Counseling, Career, Orientation, Transfer), comparison with state statistics, e.g. the Desired Results Developmental Profiles from the California Department of Education, annual performance reports and comparison of figures with previous year’s reports; number of applications, website hits, retention, transfer rates; number of students who complete a Student Educational Plan, Financial Aid applications, etc. (5.3).

The Division of Administrative Services has developed nine Service Area Outcomes/SLOs in support of student learning (5.4).

A Student Learning Outcomes and Assessment Web page was developed during the spring semester 2007 and is regularly updated (5.5). The Student Learning Outcomes and Assessment Committee was formed and began meeting in September 2007 and met bi-weekly throughout 2007-2008 (5.6). The SLOA committee wrote an SLOAC mission statement (5.7), shared SLOA information, assisted other faculty members and Student Services personnel with writing SLOs and Service Area Outcomes, and evaluated two SLO software programs to assist with managing SLOs and assessment: eLumen and Waypoint. As a result of research into both programs, it was decided not to purchase an SLO management database program at this time but rather to work with our institutional researcher and IT Department to develop an in-house program to track and map SLO assessments for all courses, programs, degrees, and Institutional SLOs.

In October and November 2007, the SLO Coordinator worked with LAMC’s Dean of Research and Planning to incorporate SLOs in the revised online Program Review/Unit Assessment template (5.8), which was distributed to all academic units beginning in 2007. SLO and assessment reports have also been incorporated in the student support and administrative support program reviews. The SLO Coordinator and the SLO Coordinator assistant attend bi-monthly Curriculum Committee meetings and Student Learning Outcomes and plans for assessment have been included as part of the Course Outline of Record since spring semester 2008.
The administration at Los Angeles Mission College has recognized the importance of student learning outcomes and assessment and has provided support in a variety of ways. At the beginning of the spring semester 2007, a Student Learning Outcomes Coordinator position was established with 50 percent reassigned time, which was increased in the fall 2007 semester to 60 percent. In fall 2008, the SLO Coordinator was joined by an SLO assistant, and the 60 percent reassigned time was redistributed 40/20. The SLO Coordinator gives monthly progress reports to the Educational Planning Committee, the Academic Senate, the Council of Instruction (chairs’ council) and semi-annual reports to the College Council.

An SLOA timetable and action plan (5.9) has been developed to complete the initial process of developing student learning outcomes and assessment for all disciplines, programs, degrees, student services, and assessment of Institutional SLOs, and it is posted on the SLO website (5.5). All faculty include one to three student learning outcomes in their course syllabi.

Department chairs are working with their discipline faculty to complete their program and degree SLOs and to complete their course level SLO assessments. In the 2010-2011 academic year, the college will begin assessing the Institutional SLOs. The college will compare its educational performance with its educational purposes and expectations, linking professional and staff development activities and basic skills courses and activities with planned and assessed student outcomes. The long-term goal is to include program outcomes in the College Catalog to enable students, administrators, and the public to assess Los Angeles Mission College offerings. Progress toward intended goals will continue to be monitored, evaluated, and refined to meet the needs of the academic community Los Angeles Mission College serves.

Evidence:
5.1 SLOA Annual Report 2007
5.2 SLOA Report, January 2008
5.3 Student Service SAOs/SLOs Reports
5.4 Administrative Services Service Area Outcomes/SLOs
5.5 SLOA webpage www.lamission.edu/slo
5.6 Minutes of SLOA Committee meetings, fall 2007
5.7 SLOA Committee Mission Statement
5.8 Program Review/Unit Assessment template
5.9 SLOA Timetable and Action Plan

Recommendation 6: District-wide Decentralization

In anticipation of the full implementation of the district-wide decentralization plans, the college should strengthen and clarify the administrative systems and responsibility for enrollment management, finance, and human resources (Standards II.B, II.B.3.c,d,e, III.A.2, III.A.3, III.A.6, III.D.1.a,b,c,d, III.D.3, IV.B.3, IV.B.3.a,b,c,d,e,g).

As reported in the Los Angeles Mission College 2008 Accreditation Progress Report (1.1), district-wide decentralization has led to an evolution of the framework in which enrollment management activities occur. This structure is characterized by both joint college-district collaboration and a delineation of college-district responsibilities. As the fiscal and administrative agent for the LACCD, the District Office’s (DO) budget and attendance accounting divisions receive information from state fiscal authority regarding district funding
and apportionment revenues. These units, in collaboration with both the Chancellor’s Cabinet
and the District Budget Committee, develop total district and college specific FTES targets.
These targets are transmitted to the college via the college president and are an important
element in developing the college’s enrollment strategy for the academic year. The components
of this strategy include plans for student recruitment and outreach, marketing, and the number
and distribution of course offerings over the academic year. The District holds colleges
responsible for attainment of assigned enrollment/FTES targets.

Since FTES are the basis of college revenue, and under or over production of FTES has district-
wide fiscal implications, mechanisms have been developed to facilitate collaboration between
the college and district on the college’s enrollment and budget plan. There are bi-annual meetings,
involving the college administration and the District’s fiscal and attendance accounting divisions
to review FTES projections and budget status. In addition, quarterly budget and enrollment
updates are prepared by the college and discussed at the District Budget Committee, a district-
wide governance committee that is advisory to the Chancellor and Board of Trustees. To reduce
costs, there have been efforts to clarify and better coordinate college-district marketing. In
addition, in 2006-07, a district-wide project was undertaken to develop a “common template” for
college websites so that they would have a consistent look and ease of navigation.

To improve intra-college coordination of enrollment management activities, the college has
recently formed an Enrollment Management Team (EMT) as an additional mechanism to
facilitate enrollment planning. The EMT, which developed as an outgrowth of the college’s
shared governance Educational Planning Committee, provides input and recommendations
concerning schedule planning (the number and distribution of class offerings, FTEF and class
size management, time-blocks, class limits, and cancellation criteria). The scope of its activities
also includes examination of recruitment/outreach strategies, marketing activities, and student
services that impact college enrollment. The EMT and the Council of Instruction (a committee
composed of department chairs) are advisory to the vice-president of Academic Affairs and
together serve to broaden and strengthen the information and feedback channels in the
enrollment management process.

District-wide decentralization is a process that the District Office and campuses have been
implementing for the past five years. The administrative systems, particularly SAP Finance and
Procurement, have been implemented and operational for the past four years. Since the go-live
on these modules, many procedures and responsibilities have been established at both the
campus and district-level. The District Office intra-net has extensive documentation on policies
and procedures about the authority and responsibility for various processes. Both classified and
certificated hiring processes are documented on the District website. SAP/HR has been
operational for over three years and many of the features of the HR module, including manager’s
desktop and employee evaluations are being implemented at this time. The HR Council, which is
represented by campus presidents, vice presidents, and district office human resources staff, has
created extensive documentation, entitled HR Guides (6.1), which outlines all of the
district/campus policies and procedures for human resource management. Two additional
modules, budget planning and asset management, are included in the District Technology
Department’s plan for the near future. On-going enhancements and new features are being
developed, based on a planning agenda that the District Technology Committee oversees. This
committee is represented by vice presidents, district office IT leadership and campus IT
managers. The District Administrative Council is composed of campus vice presidents for
administrative services and District Office division directors. This council meets monthly to address campus/district office administrative systems and responsibilities. The District Budget Committee, composed of the college presidents, vice presidents, District Office personnel and labor units, meets monthly to address district-wide budget matters and financial planning projections.

As new procedures are decentralized and implemented at the college level, the campus website is updated with applicable forms, procedures and/or links to the District Office intranet (6.2). The college will continue to monitor new processes and document these systems and responsibilities.

The District Office continues its participation in hiring new staff by posting new job announcements on the its website, receiving applications for all classified positions, developing interest pools for certificated faculty and administrative positions, verifying applicant qualifications, rating in newly hired staff, and confirming that the prospective new hire is eligible and a job offer can be made. The process of hiring classified staff is under the purview of the Personnel Commission whereas the hiring of certificated employees rests with the Selection Unit of the Human Resources Division.

The Personnel Commission administers merit system exams and establishes a ranked list of qualified applicants. The District Human Resources Office determines the contents of the hiring packets which are processed by the campus personnel office and then cleared by the District Human Resources Office. Classified positions are posted by the District Human Resources Office, and applicants send their materials to the Personnel Commission where they are housed. Campuses must contact the Personnel Commission in order to fill a vacancy. The campus must establish a selection committee that meets District guidelines, and under supervision of an Equal Employment Officer (Compliance Officer), the top three ranks of candidates must be invited to interview for the position. All interview materials are secured in the Compliance Office.
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.A.2. The Mission Statement is approved by the governing board and published.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its Mission Statement on a regular basis and revises it as necessary.

I.A.4. The institution’s mission is central to institutional planning and decision-making.

DESCRIPTIVE SUMMARY

The Los Angeles Mission College Mission Statement, listed in the current College Catalog, states: (I.A.1) (3: College Catalog)

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
- Providing services and programs that improve the lives of the diverse communities we serve.

The Mission Statement was recently reviewed and updated to reflect the current and projected environment in which Los Angeles Mission College (LAMC) operates. The previous Los Angeles Mission College Mission Statement was approved by the Board of Trustees in 2006. The revised Mission Statement was approved by the Board of Trustees October 17, 2012 (I.A.2: BOT Minutes).

The Mission Statement is revisited on a yearly basis at the annual College Council retreat.
Changes to the Mission Statement were proposed in 2010; however, the majority of respondents to a campus wide survey indicated they preferred the original statement and no changes were made (I.A.3 Mission Statement 2010 survey results)(5).

The current Mission Statement emerged from a series of discussions by representatives from all sectors of the College during 2012. Changes were again proposed to define more clearly the intended population and the educational mission of the College. These discussions took place in a wide range of venues including College Council, the Academic Senate, Town Hall meetings, and the Educational Planning Committee. Based on these discussions, two surveys were developed in March and July 2012 with proposed alternate versions of the Mission Statement and sent to all faculty, staff, and students (I.A.3 Mission Statement 2012 survey results) (5). As a result of the survey responses, the Mission Statement was updated. The Mission Statement demonstrates the College’s commitment to student learning and student success by offering high-quality programs and services that support students in achieving their educational and personal goals.

The aim of sustaining a “culturally and intellectually supportive environment” reflects LAMC’s sensitivity to the unique challenges of its student population, which is comprised of a high percentage of low-income, first-generation college students from historically underrepresented groups. The Mission Statement identifies transfer to four-year institutions, preparation for successful careers in the workplace, and improvement of basic skills as the three core components of the College’s mission. The statement also reflects LAMC’s commitment to fostering critical thinking skills and lifelong learning. The College’s intended population is defined as the “diverse communities we serve” to recognize the changing nature of LAMC’s student body. The Mission Statement published in the College Catalog is also posted on the College Web site and in most classrooms.

The College Mission Statement is aligned with the Mission Statement of the Los Angeles Community College District (LACCD). The primary goal of the District Mission Statement is to expand educational opportunities to the many diverse communities it serves through its nine colleges. It also identifies transfer, workforce development, essential skills, and lifelong learning as central to its mission. The District Mission Statement states:

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, we—faculty, staff and administrators of the nine Los Angeles community colleges—dedicate ourselves to the goal of expanding access to educational opportunity across the many diverse communities that contribute to the greater Los Angeles. We serve all Angelinos by providing an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer for four year colleges and universities, for the improvement of essential life and workplace skills, and for civic engagement and lifelong learning. To achieve this mission, we strive to create supportive instructional environments that challenge students to meet rigorous academic
standards, to become active, self-directed learners, to develop critical and creative habits of mind and to develop an abiding appreciation for other peoples and cultures (see LACCD mission statement evidence I.A.2.3).

Los Angeles Mission College provides educational programs and a wide range of support services to ensure student success. The educational programs that are offered by Los Angeles Mission College include:

A. Transfer Education  
B. Career Technical Education  
C. General Education  
D. Transitional Education (basic skills, remedial education, English as a Second Language)  
E. Community Education (Suspended Spring 2012)  
F. Joint Programs (such as business, labor, education, government, etc.)

The Student Support Service programs include:

- Assessment and Orientation Program  
- Associated Student Organization  
- California Work Opportunity and Responsibility to Kids (CalWORKs)  
- Child Development Center  
- Counseling  
- Disabled Students Programs and Services (DSP&S)  
- Extended Opportunities Programs and Services (EOP&S)  
- Financial Aid and Scholarships  
- Health and Fitness Center  
- Health Center  
- Honors/Transfer Alliance Program  
- International Student Services  
- Intercollegiate Athletics  
- Learning Resource Center Tutorial Services  
- Math Center  
- Science, Technology, Engineering, Math (STEM) Program  
- Specially Funded Programs  
- Student Store  
- Transfer and Career Center  
- Veterans Affairs Center  
- Foster/Kinship Care Programs

Los Angeles Mission College’s Mission Statement is the foundation for institutional planning and serves as a guide for the Strategic Master Plan (SMP) and college master plans. LAMC’s commitment to student learning has been reaffirmed by the development and approval of the
Educational Master Plan (EMP) 2010-2015 (I.A.xx). This process was faculty driven and the result of College wide dialogue with broad participation. Student learning has been and continues to be the focus of the College as further evidenced by the development of Institutional Learning Outcomes in 2004 and the development and assessment of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Administrative Unit Outcomes (AUOs) and Service Area Outcomes (SAOs) from 2007 to the present. This commitment is consistent with LAMC's Mission Statement and goals.

The quality of LAMC’s programs is evaluated through the annual and comprehensive Program Review (every three years) processes which are integrated with budget development to assess and secure appropriate resources. In the comprehensive Program Review process, each unit must show significant progress toward the development and assessment of Student Learning Outcomes as part of an ongoing cycle of instructional improvement. Institutional research is utilized to develop Program Review goals and objectives, validate curriculum offerings, assess Student Learning Outcomes, and make improvements as needed. Curriculum quality is continually assessed and monitored by teaching faculty and department chairs, by the Educational Planning Committee, the Curriculum Committee, and by the Office of Academic Affairs.

The Educational Planning Committee, one of the LAMC Shared Governance Committees, reviews both internal and external data provided by the Office of Institutional Research to assess whether the programs and services offered by the College address the needs of LAMC’s student population. In addition, the committee examines both the history and the current status of the academic and Career Technical Education (CTE) programs. The internal data examined includes degrees and certificates awarded, math and English placement scores, retention and success rates, weekly student contact hours (WSCH), full-time equivalent faculty (FTEF), full-time equivalent students (FTES), section counts, fill rates, transfer rates, curriculum status, Student Learning Outcome Assessment status, and other Program Review information. The external data includes projections about changes in the demographics in LAMC’s service area and anticipated trends in employment opportunities. Also, the Strategic Enrollment Management Committee reviews, analyzes, and evaluates internal and external data and trends to determine optimal enrollment that helps to guide the recruitment efforts and maintain a high-quality learning environment.

The Strategic Master Plan (I.A.xx) supports and develops the direction given by the Mission Statement. LAMC's shared governance committees are charged with enacting the vision and goals embodied in the Mission Statement and the Strategic Plan. In addition, of specific importance to instruction are the Council of Instruction, Curriculum Committee, and all subcommittees of the Academic Senate that develop policy, approve courses and programs, and evaluate the instructional side of the College. The Student Support Services Committee plays a similarly important role overseeing the support services the College provides.

The LAMC Program Viability Policy (I.A.xx), which provides a process for discontinuing
programs that are no longer viable, modifying programs to improve performance, and introducing new programs to meet student needs is an additional tool for ensuring that the programs and services are well-suited to serve the community.

SELF EVALUATION

The current Mission Statement addresses the main educational purposes of the College and emphasizes the importance of student learning and student success. It stresses providing services and programs that improve the lives of the diverse communities served by the College. The Mission Statement review process has prompted broad-based and spirited discussions about institutional priorities during a period of declining resources and a broader definition of the College's intended population.

The current Mission Statement was presented to the Academic Senate and formally approved by College Council and the Board of Trustees. Since its adoption in October of 2012, the Mission Statement has been disseminated widely by posting it in most classrooms, on the College Web site, and publishing it in the College Catalog.

One of the major changes made to the Mission Statement was to define the College’s intended population more broadly from its “immediate community” to “diverse communities.” One reason for this modification was to reflect more accurately the changing population served by the College. Los Angeles Mission College was founded in response to the educational needs of the San Fernando Valley, where widespread community support existed for a college in a burgeoning region of the Valley, along with the recognition of the importance to serve future students. Throughout its 37-year history, LAMC has remained responsive to the needs and concerns of the community. Initially, LAMC’s intended student service area was primarily the Northeast San Fernando Valley; however, with the increased mobility of students and growth in online offerings, LAMC’s student population base is broader than it used to be. During the period from 2000 to 2011, there have been significant changes in the characteristics of the College’s student population. Some of these changes are listed below:

(\url{http://research.laccd.edu/student-characteristics/index.htm}).

Online student participation increased from 1.2% to 6.9%.

- The ethnic/racial demographics of current online students are 50.5% Hispanic, 21.5% White, 8.5% Black, 8.9% Asian, and 9.5% other.
- Students are younger:
  - Students under 20 increased from 13% to 23%.
  - Students between the ages 20-24 increased from 18% to 36%.
  - Students over 35 decreased from 39% to 17%.
- Permanent residents decreased from 14% to 9%.
- Female enrollment decreased from 64.8% to 60.8%.
- English increased as the home language from 63% to 73%, and home language Armenian
speakers increased from 1.2% to 4%.

- With regard to prior education:
  - High school graduates increased from 64% to 72%
  - Non high school graduates decreased from 10% to 3%
  - Associate degree recipients decreased from 4% to 2%
  - Bachelor degree recipients decreased from 8% to 4%
- The percentage of students seeking a vocational goal decreased from 31% to 21%.
- The percentage of transfer-bound students increased from 21% to 47%.
- Students who want classes before noon increased from 21% to 36% and those who want classes after 6:30 p.m. decreased from 38% to 24%.
- Continuing students attending LAMC increased from 47% to 54%.

These student characteristics illustrate the changes in the population LAMC is now serving. More females and students under the age of 24 who come from families where English is spoken are attending. Fewer students with associate and bachelor’s degrees and more high school graduates are now entering. More students want to transfer than ten years ago, and they prefer day to evening classes. The recently revised Mission Statement reflects this change in the diversity of the College student population.

LAMC 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. Ongoing evaluation and assessment through Program Review and the implementation of Institutional Learning Outcomes, Program Learning Outcomes, and course Student Learning Outcomes assures the College that the purpose and character of the institution is maintained and that the needs of the student population are served effectively.

The College's mission is central to institutional planning and is integral to the Strategic Master Plan, Educational Master Plan, Strategic Enrollment Management Plan, Technology Master Plan, Human Resources Plan, and Facilities Plan as well as to the Program Review process.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**STANDARD I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and
systematic evaluation and planning to refine its key processes and improve student learning.

1.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Los Angeles Mission College engages in ongoing collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes. One method that LAMC uses for providing opportunities for dialogue and improvement is the Program Review process. The 2011-2012 year marks the fifth year that the present Program Review planning process has been in full operation. SLO assessment is another means by which LAMC dialogues about its progress and improvement. Progress on Student Learning Outcomes (SLOs) is assessed both through the online SLO management system and in the Program Review process. For example, if purchases of equipment or other supplies are needed to help students achieve a Student Learning Outcome, this request would be part of the discipline's annual Program Review.

In 2012 the SLO management system was linked to the Program Review system so that any SLO Resource Allocation Request automatically appears in the annual Program Review. The construction of the new Center for Math and Sciences provides another example of the link between the Program Review process, institutional planning, and allocation of resources. The Life Sciences and Physical Sciences Departments documented the need for additional laboratory facilities and full-time faculty through the Program Review process. The building of a new Center for Math and Sciences was subsequently included and approved in 2009 as part of the Measure J Project List. In the fall of 2012, the Center for Math and Science opened with 12 new labs and 22 classrooms. In addition, during the academic year 2011-2012, the College hired three full-time tenure track professors for the life science, chemistry, and geography disciplines. In addition, in Academic Year 2010-2011 the College hired three full-time tenure track mathematics professors.

Additional evidence of ongoing and robust planning processes can be found in the 2010-2015 Educational Master Plan (EMP) submitted to the Academic Senate by the Educational Master Planning Committee in March 2011(I.A.xx). The purpose of the Educational Master Plan (EMP) is to guide improvement of educational attainment and student success at the College, specifically in regard to student learning and student success. The current EMP was developed by a subcommittee of the Educational Planning Committee (EPC) using the 2005-2010 Educational Master Plan as a starting point. The subcommittee included members from all constituent groups of the College and working groups were developed to discuss each section of the previous report including future assumptions, goals and actions items, and history of the college. The major focus of the plan is on goals, objectives, and action items with identification of responsible parties and establishment of a timeline for implementation. These items are reviewed annually by the EPC and other campus groups such as the Career Technical Education
The goals of the 2010-2015 Educational Master Plan are listed below.

1. Ensure student recruitment, retention and success.
2. Efficiently allocate resources to provide quality programs and courses that meet student needs.
3. Assess and modify educational programs, disciplines, and courses to promote student learning and maintain appropriate academic standards.
4. Improve students’ success in earning certificates and degrees, continuing their educations, seeking employment, and attaining personal goals.

Further evidence that Los Angeles Mission College maintains an ongoing, collegial, self-reflective dialogue about the continuing improvement of student learning can be found in the minutes of shared governance committee meetings including the Educational Planning Committee, Budget and Planning Committee, Professional and Staff Development Committee, Technology Committee, Facilities and Planning Committee, and Student Support Services (See Chart 1 [renumber Chart 2 below]). These committees meet regularly and report to College Council and the Academic Senate. Additionally, all of these committees have Associated Students Organization (ASO) representatives who report back to the ASO. These committees discuss a wide range of issues related to student learning and institutional processes.
The Shared Governance Task Force (SGTF) was established by the College Council in May of 2007 to oversee the shared governance committees. A subcommittee of the College Council, the Shared Governance Task Force, is composed of the co-chairs of all the shared governance committees and meets monthly. Each shared governance committee prepares an annual self-evaluation, and the task force conducts an external evaluation of each committee (I.B.xx). At the end of each year, the task force conducts a review of the shared governance committees’ effectiveness. The SGTF prepares a final report (I.B.xx) based on this review which consists of commendations on the effectiveness of the each committee and recommendations. These reports are submitted to College Council and posted on the Shared Governance Task Force Web site.

Classified staff participates in shared governance through representation on shared governance committees, Town Hall meetings, the College Council Retreat, and Classified Day in the fall of each year. The Office of the President hosts quarterly forums for staff to obtain information on College activities and to share information on College and shared governance activities.

The Student Learning Outcome assessment process and faculty and staff evaluations provide further evidence that continuous improvement in student learning occurs at LAMC. These processes ensure that high quality of instruction, student services, and administrative services are provided. The commitment of faculty to student learning is also demonstrated through Program Review and continued professional development.
The annual Fall Flex Day, Council of Instruction discussions, department meetings, College Council Retreats, and assessment retreats are other avenues for dialogue about student learning. Ongoing dialogue about student learning also occurs during the Academic Senate, the Curriculum Committee, and the Educational Planning Committee meetings.

In February of 2012, a full-day Assessment Retreat was held at the College to provide an opportunity for faculty, administrators, Student Service representatives, and student representatives to discuss and assess the College’s progress in achieving its Institutional Learning Outcomes (ILOs), Program Learning Outcomes, course Student Learning Outcomes, Service Area Outcomes, and Administrative Unit Outcomes (AUOs). Over 100 people attended this retreat [(I.B.xx) evidence: agenda and sign-in sheets, summaries of table discussions] (9). Data from the Fall 2011 ILO assessment survey (I.B.xx) was discussed along with plans to improve student learning including:

1. How well students are achieving LAMC’s ILOs, PLOs, SLOs, SAOs, and AUOs
2. Improvements that have been made
3. Plans for completing assessments
4. Plans to implement recommendations for improvement
5. Plans for additional assessments and posting on the online SLO system

Since 2009, all Course Outlines of Record (CORs) and all course syllabi list SLOs as well as how they are to be assessed. The College Institutional Learning Outcomes are published in the College Catalog and the LAMC Web site. They are also linked to assessment of program and course outcomes through the online SLO management system and Program Review. Additionally, Program Learning Outcomes are listed in the 2012-2013 College Catalog.

Other forums where discussion about student learning occurs include the Essential Skills Committee and Achieving the Dream (AtD) core and data teams, the Career and Technical Education Committee advisory committees, and the Professional and Staff Development Committee (I.B.xx) (10). Dialogue regarding the performance of programs occurs at several levels including Council of Instruction, Strategic Enrollment Management Committee, College Council, Career Technical Education Committee, and Program Review presentations to the Educational Planning Committee and the Student Support Services Committee. [I.B.1.4 See May CC and March 13, 2012 minutes and all other minutes and agendas for 11-12 (11).

Another major effort to assess the progress of the institution is through the Annual Effectiveness Report. This report is reviewed by the College Council and shared with faculty, staff, and students and external constituencies. It is presented annually to the Board of Trustees to assess the College’s progress toward its strategic plan goals and its indicators of student success, retention, and persistence. It utilizes data from the annual Accountability Report for Community Colleges (ARCC) that compares student success state wide and within comparable cohort colleges (I.B.xx—Institutional Effectiveness Report AY 11-12) (12).
SELF EVALUATION

The College has an ongoing collegial and self-reflective dialogue about continuous improvement for student learning and its institutional processes. The College has made a concerted effort to sponsor and conduct retreats, workshops, and numerous activities such as the Faculty Academy for new faculty (I.B.1.6) (13) to focus on improving student learning and strengthening institutional effectiveness.

Progress in the development and assessment of SLOs has been significant. All active courses, certificates, and programs have Student Learning Outcomes and have assessed at least one outcome with subsequent improvements in instruction and curriculum.

Additionally, the College has made considerable strides in assessing its Institutional Learning Outcomes. A student survey was conducted in fall of 2011 ((I.B.xx) about Institutional Learning Outcomes and the results were discussed at an Assessment Retreat in February 2012. In the fall of 2012, additional assessments were conducted for each of the seven ILOs. Service Areas Outcomes (SAOs) have been established for all student support areas and at least one SAO has been assessed for each. Administrative Unit Outcomes (AUOs) have been defined and assessed through the Program Review process.

In fall of 2011, LAMC conducted a faculty and staff survey to assess their opinions and perceptions related to institutional effectiveness, planning, governance, student learning, and dialogue. The survey was administered online and 158 faculty and staff responded. Table 1 summarizes some of the responses relevant to this standard.
Table 1. Responses to Faculty and Staff Survey Fall 2011

<table>
<thead>
<tr>
<th>Faculty/Staff Survey Questions- Fall 2011</th>
<th>Strongly Agree or Agree (%)</th>
<th>Disagree Strongly Disagree (%)</th>
<th>Not Applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The College provides data that is both relevant and understandable for effective program decision-making in my area.</td>
<td>68</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>2. Instructional planning results in on-going, self-reflective continuous improvement.</td>
<td>67</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>3. I have had the opportunity to provide input to Mission College's development of learning outcomes.</td>
<td>68</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>4. Faculty have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>57</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>5. Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>50</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>6. Faculty have an equitable voice in matters relating to educational programs.</td>
<td>60</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>7. Program Reviews are integrated into the overall institutional evaluation and planning process.</td>
<td>64</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>8. Departmental planning and Program Review are tied to resource allocations.</td>
<td>56</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>10. I am aware of the Mission College Planning Process.</td>
<td>67</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>11. I feel that I have a voice in the College's Planning Process.</td>
<td>49</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>12. As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation.</td>
<td>56</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>13. The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services.</td>
<td>63</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>14. The College President communicates effectively with the constituencies within the College.</td>
<td>72</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>
The survey results indicate that over two-thirds of faculty and staff agree or strongly agree that the College President communicates effectively (72%), the College provides data that is relevant for effective decision making (68%), faculty have had the opportunity to provide input to the development of learning outcomes (68%), and they are aware of LAMC’s planning processes (67%). On the other hand, only 49% feel they have a voice in the College’s planning processes and 50% strongly agree or agree that classified staff have an equitable role in governing, planning, budgeting, and policy making. These results indicate that while there is widespread awareness of the College’s planning processes, some individuals do not feel that they have an equitable role or voice in decision making.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**1.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes.** The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**DESCRIPTIVE SUMMARY**

Following the District and College Mission Statements, the Strategic Master Plan (SMP), updated in 2012, identifies six College wide goals which are included in the Program Review and planning process. In addition, the Educational Master Plan 2010-2015 identifies four educational goals that are aligned with the Strategic Master Plan goals. The alignment of the SMP and EMP goals is illustrated below.

**TABLE 2**

**ALIGNMENT OF LAMC’S STRATEGIC MASTER PLAN AND EDUCATIONAL MASTER PLAN GOALS**

<table>
<thead>
<tr>
<th>Strategic Master Plan Goals Fall 2011</th>
<th>Educational Master Plan Goals 2010-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand access to educational programs and services.</td>
<td>Ensure student recruitment, retention and success. (SMP Goals 1 and 3)</td>
</tr>
<tr>
<td>2. Refine institutional governance and planning processes and procedures to enhance the delivery of programs and services.</td>
<td>Assess and modify educational programs, disciplines, and courses to promote student learning and maintain appropriate academic standards. (SMP Goals 2 and 3)</td>
</tr>
<tr>
<td>3. Improve Quality of Educational Programs and Services.</td>
<td>Improve student success in earning certificates and degrees, continuing their education,</td>
</tr>
</tbody>
</table>
The Strategic Master Plan (SMP) describes the goals that the College is planning to achieve over the next five years. The annual review of the Strategic Master Plan at the College Council Retreat in the summer/fall of each year allows the College community the opportunity to update and share progress toward college goals, develop operational plans to achieve those goals and discuss institutional priorities and challenges. In addition, the Strategic Master Plan sets forth annual focus areas or strategic directions, which guide the Program Review process in the coming year. The current year’s review considered the alignment of the College goals with the goals of the Los Angeles Community College District, the highlights and accomplishments of the past year, and District initiatives, such as Achieving the Dream, Basic Skills, and Student Success.

Departments update their Program Review annually to reflect current activities and to make requests for resources that will support the College goals. Resource requests are also linked to Student Learning Outcome assessments through the online SLO system. Program Review resource requests are prioritized and submitted through the appropriate resource allocation approval path (See Chart 2 below).

Program Reviews are submitted to the appropriate units on campus. All units belong to one of four college divisions: Academic Affairs, Student Services, Administrative Services, and the President’s Office. Area or division plans are the collection/aggregation of individual unit plans. Area plans are administered by the College Vice Presidents. Program Review requests are submitted to the appropriate shared governance committee, which is generally the Budget and Planning Committee, for consideration and recommendations. (See Chart 2: Resource Allocation Approval Path).
Chart 2: LAMC Shared Governance Committee Resource Allocation Process

LAMC Resource Allocation Approval Path

College President

College Council

Facilities Planning Committee (Space Requests)

Budget & Planning Committee (Over-base Requests)

Division Managers (Vice Presidents)

Academic Affairs
Student Services
Administrative Services
President office

Program Review & Resource Allocation Requests

Legend

Resource Requests

Resource Decisions

Conducts effectiveness review:
- Program
- Curriculum,
- SLO, PLO
Requests facilities or over-base funding.
Develops and evaluates unit plan.

Reviews, prioritizes and submits resource requests to Budget & Planning and Facilities Planning Committees.

Determines the over-base requests based on Sustainability and Stability.

Determines the facility requests based on Stability and space requirements of the programs.

College Council recommends to the College President.
The development of the most recent Technology Master Plan approved in May of 2011 is an illustration of the means by which the College sets goals, measures, and communicates these goals. The Technology Committee, which is composed of faculty, staff, students, and administrators, reviewed the 2008-2010 plan and formulated goals for 2010-2015. Each constituency sought input from their respective groups to offer a set of goals that would be aligned with the College Mission and the Strategic Master Plan of the College (I.B.xx) (6).

In the Technology Committee’s annual evaluation, they review their goals to be sure that they continue to align with the Strategic Master Plan goals (I.B.xx) (15, 16).

The College Council held its most recent annual retreat on October 12, 2012 (I.B.xx) (17). At this retreat the following outcomes were accomplished:

1. Updated and revised the Strategic Master Plan (I.B.xx) (6)
3. Assessed the progress of each plan (I.B.xx) (17).
4. Discussed how to illustrate the planning process and the integration of the College master planning documents with the Strategic Master Plan. (I.B.xx) (19).
5. Conducted an overall evaluation of the entire planning process and how to improve the process to fully integrate all planning activities (I.B.xx 20).

The discussion about integrated planning, as well as the 2011 Faculty and Staff Survey data revealed the need to more effectively communicate the planning processes to the College community. In addition, a task force of College Council was created to review and assess the integration and alignment of the master planning documents with the Strategic Master Plan.

The Los Angeles Community College District Strategic Master Plan (I.B.xx) has the following five main goals:

1. Access
2. Success
3. Excellence
4. Accountability
5. Collaboration and Resources

The goals above are aligned with the goals of the College’s Strategic, Technology, Educational, Facilities, Strategic Enrollment Management and Student Support Services Master Plans. Chart 3 illustrates how the goals of these College plans are linked to the District and College Strategic Master Plans.
SELF EVALUATION

The College has established a number of planning documents (Strategic Master Plan, Educational Master Plan, Technology Master Plan, Strategic Enrollment Master Plan, and Facilities Master Plan). Shared governance committees annually review their respective plans and objectives and their alignment with the Strategic Master Plan is reviewed at the College Council Retreat. At this annual retreat the Strategic Master Plan goals and objectives are also reviewed and updated. The institution sets goals, measures these goals, and engages in college wide discussion of the extent to which these goals have been met. College constituencies are involved in the development of the goals and objectives and work collaboratively to achieve them.

The Fall 2011 Faculty and Staff Survey indicates that a majority of respondents are aware of LAMC’s planning processes (67%), Program Reviews are integrated into overall institutional evaluation and planning (64%), and instructional planning results in on-going, self-reflective improvement (67%). However, a smaller percentage of classified staff (50%) and faculty (57%)
agree or strongly agree that they have an equitable role in governing, planning, budgeting, and policy-making. Furthermore, only 49% of respondents agreed or strongly agreed that they had a voice in the College’s planning processes. Finally, based on the Spring 2012 Student Survey, an even smaller percentage of students agree or strongly agree they know how to bring forth an idea to college leadership to improve a practice, program, or service (44%), or know how to provide input on college decisions (48%).

**ACTIONABLE IMPROVEMENT PLANS**

The College will clarify the linkage between district and college planning and provide faculty, staff, and students a clear understanding of those linkages and how they impact LAMC’s planning processes that support student learning and institutional improvement. This information will be disseminated by the President’s Office through a new monthly newsletter, town hall meetings, Web site information, and e-mail communications.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

The College has a thorough and systematic planning process. Planning is done on an annual basis as well as a long-term basis, and the importance of integrated planning is stressed continuously. The evaluation of the planning processes of the College is conducted at the annual College Council Retreat. The College Council assesses the progress of the Strategic Master Plan and the planning documents for Budget and Planning, Facilities, the Educational Master Plan, Technology, Human Resources, Professional and Staff Development, and Strategic Enrollment Management. These planning documents are generated by the shared governance committees that report to the College Council. This integrated planning process is depicted below in Chart 4.

The Shared Governance committees, which include the Educational Planning Committee, the Budget and Planning Committee, the Facilities Planning Committee, Student Support Services Committee, Professional and Staff Development, and the Technology Committee engage in long-term, ongoing planning. All Shared Governance Committees report to College Council and their constituent groups including the Academic Senate, ASO, and bargaining units. Any shared governance committee can bring forward action items for discussion and approval. In addition, planning goals, progress reports, and action recommendations are submitted to the College Council. The College Council is composed of the co-chairs of the shared governance committees and the President, Vice Presidents, Deans, and members from various constituencies (I.B.xx) (21). The Council evaluates recommendations made by shared governance committees and votes on action items. Approved actions are then forwarded to the President for final consideration. Thus integrated planning occurs throughout the year with the College Council as
the hub of the activity. All planning goals, progress reports, and action recommendations are made to the College Council.

Chart 4: LAMC Integrated Planning Processes

The primary purposes of Program Review are the following:

1. Assure the quality of instructional, non-instructional programs, and services, to promote student success, to improve institutional effectiveness, and to ensure alignment with college missions and goals
2. Integrate and strengthen planning, decision making, and resource allocation
3. Encourage program development and improvement
4. Improve the use of college resources
5. Comply with accreditation requirements

Program Review Structure

Program Review at Los Angeles Mission College focuses on Academic and Instructional Programs, Student and Learning Support Services, and Administrative Services areas.

Program Review Cycle: (See Table 4 below: LAMC Program Review Cycle)

Comprehensive Program Review is done every three years with annual updates every fall. The
Program Review cycle is designed to coincide with the accreditation cycle as shown in the following Accreditation and Program Review (Table 4):

**Table 4: LAMC Program Review Cycle**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Cycle</th>
<th>Program Review Cycle and Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I (Catch-up from prior years)</td>
<td>2007-08</td>
<td>Year 1 Conduct Academic Program Review, Curriculum Review, Student Learning Outcome Review Develop Unit Plan [objectives, action plans, and resource requests to address prompts/issues identified in Program Review]</td>
<td>Models and data provided to disciplines by Research Office, Curriculum Committee, and SLO Coordinator. Submit resource request to correspond to annual budget cycle.</td>
</tr>
<tr>
<td>2008-09</td>
<td>Year 2</td>
<td>Conduct Student Service Program Review and Administrative Service Program Review, Service Area Learning Outcome Review Update Unit Plan (based on updated effectiveness data)</td>
<td>Submit resource request to correspond to annual budget cycle. Progress report or evaluation of plan objectives</td>
</tr>
<tr>
<td>Phase 2 (New, ongoing cycle)</td>
<td>2009-10</td>
<td>Year 1 Conduct Academic Program Review, Curriculum Review, Student Learning Outcome Review (first-third of programs) Conduct Student Service Program Review (first-third of programs) and Administrative Service Program Review (first-third of programs), Service Area Learning Outcome Review Update Unit Plan (based on updated effectiveness data)</td>
<td>Submit resource request to correspond to annual budget cycle. Progress report or evaluation of plan objectives</td>
</tr>
<tr>
<td>2010-11</td>
<td>Year 2</td>
<td>Conduct Academic Program Review</td>
<td>Submit resource request to correspond to annual budget cycle. Progress report or evaluation of plan objectives</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Cycle</td>
<td>Program Review Cycle and Activities</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
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<td>-------</td>
</tr>
<tr>
<td>2011-12</td>
<td>Year 3</td>
<td>Conduct Academic Program Review, Curriculum Review, Student Learning Outcome Review (final-third of programs)</td>
<td>Submit resource request to correspond to annual budget cycle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct Student Service Program Review (final-third of programs) and Administrative Service Program Review (final-third of programs), Service Area Learning Outcome Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update Unit Plan Evaluation Summary and incorporate into Accreditation Self-Study in preparation for Accreditation Site Visit</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>Year 1</td>
<td>Accreditation Site Visit</td>
<td>Submit resource request to correspond to annual budget cycle.</td>
</tr>
<tr>
<td></td>
<td>Site Visit</td>
<td>Conduct Effectiveness Review, Curriculum Review, Student</td>
<td></td>
</tr>
</tbody>
</table>
Program Review is the vehicle for all instructional, student services, and administrative units to evaluate their effectiveness create plans for improvement, and request resource allocations that support the goals of the College based on review of quantitative and qualitative data. Quantitative data is derived from ongoing institutional research activity that examines student success, retention and persistence through the Program Review process. Qualitative data is derived through college surveys and student focus groups. Comprehensive Program Reviews are validated by the Educational Planning Committee for Instructional programs, and by the Student Services Committee and Administrative Services staff for their respective areas. (I.B.xx—Validation Policy) (22). Resource allocation requests are then tabulated and sent to the division Vice Presidents for review. The Vice Presidents prioritize the requests and send them to the Budget and Planning Committee and Facilities Committee (if appropriate) for review and recommendation to the College Council. The College Council receives the recommendations of the Budget and Planning Committee and Facilities Committee and recommends approval for the President’s consideration. The planning process is inclusive and involves faculty, staff, students, and administration.

Institutional data is publically available from the LAMC Institutional Effectiveness Web site. Quantitative and qualitative data are utilized for planning, implementation, resource allocation, and institutional assessment. Additional institutional data and support is provided by the LACCD Office of Institutional Effectiveness (http://research.laccd.edu/student-characteristics/index.htm). Available data includes student retention and completion, enrollment trends, institutional accountability, student characteristics, and service area population demographics.

In addition, the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 supports the continuous program improvement of CTE programs at the College. The Act also established accountability measures for Career Technical Education programs based on six core indicators: Technical Skill Attainment, Completions (Credential, Certificate, Degree or Transfer Ready), Persistence and Transfer, Employment, Nontraditional Participation, and Nontraditional Completions. Performance data for each of the core indicators is listed on the State Chancellor’s Web site by program Top Code (https://misweb.cccco.edu/perkins/main.aspx). Each of the core indicators provides total program data as well as data on special populations enrolled in a

<table>
<thead>
<tr>
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<th>Cycle</th>
<th>Program Review Cycle and Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Learning Outcome Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop Unit Plan [objectives,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>action plans, and resource requests</td>
<td></td>
</tr>
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<td></td>
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<td>to address prompts/issues identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in effectiveness review</td>
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</tr>
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</table>
program delineated by gender, non-traditional, economically disadvantaged, limited English proficiency, single parent, and students with disabilities.

The Dean of Workforce Development at the Los Angeles Community College District negotiates performance targets annually with the State Chancellor’s Workforce and Economic Development Division. Districts are required to meet 90 percent of each of the projected targets. If targets are not met, districts are directed to develop a program improvement plan to meet the performance targets. Information on core indicators, as well annual performance data, is discussed with faculty at the monthly CTE meetings.

The annual application process for requesting Perkins funding incorporates an analysis of core indicator performance as part of a program’s proposed program improvement plan. In turn, these requests for CTE funding are integrated into the annual unit plan of a program.

In spring 2012 the College contracted with the Centers of Excellence to inform the College about the local economic landscape. The goal is to provide the College with relevant information to prepare students for high-demand professions and provide employers with the workforce they need. The analysis identified industry clusters and top occupations in LAMC’s service area and Los Angeles County. High-wage, high-demand occupations were identified along with the number of jobs, employment forecasts, salary information and educational requirements. Labor Market Data relevant to each program was studied to provide a comparison of the number of jobs available and the number of students completing the corresponding programs. A provided database of employers located in LAMC’s service area can be searched by industry and city. In fall 2012 the CTE committee met to discuss the findings of the study to help guide their future planning. The Educational Master Plan goal that CTE planning focused on was to “improve students’ success in earning certificates and degrees, continuing their education, seeking employment and attaining personal goals.”

Newer data driven initiatives such as the Basic Skills Initiative (I.B.xx—Basic Skills Report) (23), District Student Success Initiative (I.B.xx—Student Success Initiative Report) (24), and Achieving the Dream (I.B.xx—AtD report) (25) are additional tools for assessment and improvement of programs and student learning. They are used for the College’s annual Institutional Effectiveness Report.

Achieving the Dream, a new initiative from the Chancellor’s Office and adopted by the nine LACCD colleges, is designed to increase student success by developing strategies based on systematic data and analyses. This is in line with the data driven District wide Student Success Initiative that seeks to significantly improve student success and completion (I.B.xx. AtD Web site) (26). The paradigm is based on a five-year effort that includes both quantitative and qualitative research. Quantitative elements include persistence, retention, and course completion, in addition to graduation, degree, and certificate attainment. The qualitative portion includes a series of focus groups of faculty and students to identify obstacles to student success in and out of the classroom and in the College as a whole. The quantitative and qualitative data provides a
basis for the development of specific initiatives to overcome barriers to student success.

The effectiveness of these interventions is evaluated using measurable outcomes. These evaluations are used as a basis to improve and refine the interventions to meet the desired outcomes. For example, by developing the implementation strategies for AtD, the College reviewed quantitative data on student success (course passage rates), retention, and persistence in mathematics, English, and English as a Second Language. (I.B.xx) (27). This data coupled with the qualitative data that was derived from student and faculty focus groups (I.B.xx) (28) provided the information necessary to identify implementation strategies to increase student success, retention and persistence. Based on these data, the Mathematics Department developed a Summer Bridge Program and a cohort-accelerated developmental mathematics model that will assist students to complete elementary and intermediate algebra in one semester instead of one year. A similar approach was used for English—a college-level English course (English 101) was coupled with the course one level below (English 28) and included personal development instruction and counseling to increase student success.

**SELF EVALUATION**

The school has a thorough and systematic planning process. Planning is done on an annual basis as well as on a long-term basis. The importance of integrated planning is stressed continuously.

The College has made significant progress in establishing functional shared governance committees and in developing effective online Program Review and Student Learning Outcome systems. The College Shared Governance committees meet regularly and report their findings and recommendations to the College Council at its monthly meetings. The College assesses progress toward achieving its strategic master plan goals and makes decisions through the shared governance committees, College Council, and the administration to improve institutional effectiveness. Thus planning is continuous, systematic, and integral in the day-to-day activities of the College.

Quantitative and qualitative data is derived from an ongoing institutional research activity that looks at student success, retention, and persistence. These quantitative data are captured on an ongoing basis by the Institutional Researcher for Program Review and faculty evaluations. The College also reports to the Board of Trustees when it submits its annual Institutional Effectiveness Report. Qualitative data is derived through college surveys and student focus groups. Finally, AtD, Basic Skills, CTE, and Student Success Initiatives provide additional quantitative and qualitative data that is used for the institutional effectiveness report and for Program Review by the respective instructional, student services, and administrative services units.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The College planning process includes shared governance committee discussions with representation from all constituencies including faculty, staff, administrators, and students.

All constituent groups have many avenues to voice their opinions and concerns about institutional improvement:

- The Academic Senate, Associated Student Organization (ASO), the American Federation of Teachers (AFT) and other bargaining units appoint representatives to LAMC’s shared governance committees. These representatives report back to their constituencies. Agendas and minutes of all shared governance committee meetings are posted on the College Web site and e-mailed to all committee members. (I.B.xx—Shared governance links for agendas and minutes) (29).

- Regular Town Hall meetings provide opportunities for further dialogue and discussion.

- At the annual opening Flex Day (I.B.xx--Flex Day agenda (30), opportunities for participation in college planning are presented and faculty are informed and encouraged to become involved. All full-time faculty are required to attend the annual opening Flex Day; adjunct faculty are encouraged to attend and are given flex credit.

- The President’s Citizen’s Oversight Committee participates in discussion and college planning related to construction and bond issues.

- Other avenues of communication are the LAMC Weekly Newsletter, Presidential communiqués, videos/Monte’s Mission Minutes (under the President’s Corner on the LAMC Web page). The District also e-mails monthly updates from the Chancellor showcasing best practices, budget and bond updates, etc.

The Program Review process is the initial step in requesting the allocation of additional resources. For example, if a department wants to hire a full-time faculty member or obtain funds for instructional equipment, it must include these requests in its annual Program Review update. The requests made in Program Review are then forwarded to the appropriate shared governance committees and administrators as described earlier. In order to support the improvement of institutional effectiveness, all requests for additional resources must align with one or more of the College’s main strategic goals.

Another illustration of the College’s broad-based, inclusive planning process is the Facilities Planning Committee task force prioritization of bond projects in 2011-2012. After extensive discussion, the task force presented a prioritized project list to College Council. Once approved by the Council, the list was then submitted to the President who forwarded it to the Chancellor for consideration (I.B.xx). A task force with representatives from appropriate constituencies...
also was established in spring 2012 to assist with budget reduction strategies (see IID).

Finally, the shared governance task force and shared governance committees evaluate their effectiveness at the end of each academic year (I.B.xx) (31). These evaluations are shared with the College Council and are discussed at the annual College Council Retreat. Recommendations to improve the College’s integrated planning and budgeting processes are made by the College Council.

SELF EVALUATION

As discussed in I.B.3, the College has fully implemented a participatory planning process that is broad based, offers opportunities for input from the College community, and allocates resources to improve institutional effectiveness. A majority of respondents in the 2011 Faculty and Staff survey agreed or strongly agreed that departmental planning and Program Review are linked to resource allocations (57%). While all constituent groups are encouraged to participate in the planning process through representation on shared governance committees, effective student participation has been challenging during a period of budget reductions. According to the Spring 2012 Student Survey, a majority of respondents (52%) disagreed or strongly disagreed that they knew how to provide input on College decisions. Additionally, a majority of students (over 54%) disagreed or strongly disagreed that they knew how to bring forth an idea to College leadership to improve a practice, program, or service at the College.

The College has strengthened the linkage between planning and resource allocation through the continuous improvement and modification of its online Program Review and SLO systems. The annual evaluations of LAMC’s shared governance committees have further led to improvements in institutional effectiveness by providing a venue for college wide discussion of issues and concerns.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The College performs systematic assessments of its institutional effectiveness and collects a wide range of quantitative and qualitative data (I.B.xx--Links to all surveys available on college Web site) (32). The Office of Institutional Effectiveness collects and provides data which is then sent to relevant committees, departments, administrators, or faculty that have an interest in particular kinds of data. This data is used to help create policy, to support planning, and to make decisions on various aspects of the College (for example, student recruitment). Data and assessment information is also communicated to the campus and the public through a variety of means such as committee meetings, Academic Senate meetings, and the College Web site.
The Annual and Comprehensive Program Reviews are one way that assessment data is used for planning, developing budgets, communicating program status, and ensuring quality. Data is collected regarding student performance, rates of completion and persistence, retention, demographic information, and financial data. Information concerning student satisfaction is collected through surveys conducted on a regular basis. In spring 2012 a campus wide student survey was conducted in which 3,219 LAMC students participated.

Information concerning workplace and campus climate, staff and faculty satisfaction, and constituent group participation in campus decision-making processes is also gathered through surveys. Faculty staff surveys were conducted in fall of 2009 and fall of 2011 and have yielded useful information regarding attitudes about the campus climate. All survey results and instruments are posted on the College Web site under Institutional Effectiveness.

Assessment of Student Learning Outcomes has been ongoing since spring 2007. Initially assessment results were documented using hard-copy assessment reports each semester. However, since 2009, assessment results have been collected and posted using a home-grown online SLO management system which has provided a repository for outcome assessments and has helped faculty implement changes to improve student learning in their courses. This system enables faculty and administrators to collect and access available longitudinal data on course development and student performance. Program Learning Outcomes also are assessed by using the online SLO management system, and all course and program outcomes are linked to Institutional Learning Outcomes (ILOs). A student perception survey of how students thought they were doing on achieving the Institutional Learning Outcomes was administered in fall 2011 with 512 students responding. The results were discussed at the Student Learning Outcome Assessment Retreat in February 2012 (I.B.xx--Hanh’s results at the retreat)(33). Separate ILO assessments have been conducted during the fall 2012 semester (I.B.xx) (34) to provide another measure of institutional effectiveness and to provide additional opportunities for institutional dialogue.

Student Learning Outcomes are part of all Course Outlines of Record curriculum updates and support the Institutional Learning Outcomes. They become part of the Electronic Curriculum Database (ECD) and are available to faculty, students, and the general public. The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the methods and criteria by which they will be assessed.

All course SLOs are mapped to Program Learning Outcomes in addition to Institutional Learning Outcomes. Programs are assessed for currency, teaching and learning strategies, and student learning outcomes through the department and discipline annual and comprehensive Program Reviews. The comprehensive reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. Each area’s Program Review contains a student learning outcomes component and undergoes an external validation as
part of the comprehensive report. Outcomes are linked to resource allocation and institutional planning through the Program Review budget and planning process.

Assessment of SLOs is an important component of LAMC’s SLO online program and involves a wide variety of research activities that are supported by the LAMC Institutional Research Office which helps provide quantitative data about completion, persistence rates, success rates, and certificate and degree completions. Both qualitative and quantitative data are used for assessments, formative and summative. All learning outcomes (SLOs, PLOs, and ILOs) and service area outcomes are assessed at least once every three years.

As a result of their assessments, faculty analyze data from their classes, engage in dialogue, modify their curriculum and instructional methods, identify gaps, and use assessment results to modify their delivery methods and pedagogy. For example, faculty are putting more emphasis on areas where students do not score as well so that instruction will be more effective. Faculty are using the learning support services provided by the College, including tutors, workshops, the Learning Resource Center, Writing Center, and Math Center to improve student learning. SLO Coordinators meet with faculty and departments to review outcomes, assessments, and what has been learned from them. The continuous improvement in quality as a result of assessments is documented in the online SLO and Program Review systems.

A portion of Flex Day meetings is devoted to discussing program, degree, and certificate learning outcomes and their assessment. Dialogue is continued in discipline and department meetings, discussions with academic deans, curriculum meetings, workshops, the Educational Planning Committee, Council of Instruction, College Council, Shared Governance Taskforce, and Academic Senate meetings. In addition, programs are assessed for currency and student learning outcomes at a wide range of meetings including the College Career Technical Education (CTE) committee, advisory committees, department, conferences, district discipline, and the District Student Learning Outcomes and Assessment Committee. Dialogue about outcomes and quality improvement is an institutional commitment at all levels.

In 2008 the members of the departments and programs under Student Services developed Service Area Outcomes (SAOs), identified the Institutional Outcomes they support, defined how they would be assessed, and evaluated the assessments under the auspices of the Student Services Division. In 2010 the Administrative Units decided on Service Area Outcomes which were further refined in 2011 and assessment plans were developed. Both the Student Services and the Administrative areas actively assess their SAOs and use the information obtained as a result to improve their services. Data from a faculty and staff survey conducted in October 2011 was helpful in obtaining the necessary information to further assess these areas. (I.B.xx—Data on survey results) (35).

The recent Student Service Division SAOs and assessments are posted on the Student Services Web page. Service Area Outcomes, in addition, have become an important part of the online Program Review process and are part of the foundation for the Student Service Division and Administrative Unit funding requests and resource allocation process. All Program Review objectives are linked to the Strategic Master Plan which is the College’s overarching planning document and are supported by the recently updated Educational Master Plan. Conversations about the results of assessments and planned improvements take place at unit meetings and at college wide assessment meetings to ensure continuous quality improvement.
Evaluation of administrators, faculty, and staff is another form of assessment carried out on a regular basis. The results of these evaluations are used by supervisors and by faculty evaluation committees to improve the level of management, teaching, and service.

Los Angeles Mission College uses a variety of ways to communicate matters of quality assurance to appropriate constituencies including, but not limited to, the following:

- The State Chancellor’s Web site Data Mart contains statistics about student success and retention rates, enrollment, student support services, demographics, FTES, and student program awards.

- The LAMC Web site includes a broad range information on all the academic disciplines, student services programs the College offers, the various committees throughout the campus, key master planning documents, resources available to students, faculty and staff and student portals, as well as news and events.

- The Business Warehouse system provides financial data that allows managers, administrators, department chairs to plan their budgets including five key areas: finance, human resources reports, instructional, procurement, and work patterns and schedules.

- The DEC system details information on student enrollment incorporating individual student data, class data, financial aid, and academic data.

- The Student Information System (SIS) is a common platform for student data that is being developed to replace the current Legacy Student Information System known as the “DEC.” The Los Angeles Community College District has embarked on a project to select and deploy a modern SIS to deliver student services that support teaching and learning. This new system will help LAMC meet the needs of its students and prepare for future information needs.

- Systems Applications and Products in Data Processing (SAP) Program offers current reports on human resources, asset management, accounts payable, financials, funds management, and procurement.

- Building Information Modeling (BIM) has been utilized for creating 3-D architectural, mechanical, and electrical plans since 2006.

- Webfocus Self-Service Reporting is a resource for Student Services program managers who can utilize the Center to query statistical data on their programs.

**SELF EVALUATION**

Academic programs utilize the online Student Learning Outcome system to assess program quality and to report course and program assessment results. Student Services have developed a Web page for reporting assessment of Service Area Outcomes. Both Student Services and Administrative Services units utilize the online Program Review system to communicate data
and information about the effectiveness of their services. These reports are reviewed by area deans and directors and also by validation teams. Academic programs, in addition, are evaluated by validation teams as part of their comprehensive Program Reviews. The College conducts regular surveys of students, staff, and faculty to monitor its progress in a wide range of areas. Additionally, a large percentage of faculty and staff (81%) agree or strongly agree that their job performance is evaluated regularly and effectively.

Documented assessment results of quality assurance are communicated to appropriate constituencies through shared governance committee meetings, the College Council, the Academic Senate, advisory committee meetings, Town Hall meetings, the Office of Institutional Research Web site and the College Web page.

Information concerning workplace and campus climate, staff and faculty satisfaction, and constituent group participation in campus decision-making processes is also gathered through surveys. Faculty staff surveys were conducted in fall of 2009 and fall of 2011 and have yielded useful information regarding attitudes about the campus climate. An extensive student survey was conducted in spring 2012 with 3,219 students responding. These surveys provide useful data that allow the College to assess and communicate quality assurance to all constituencies.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**I.B.6.** The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

**I.B.7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**DESCRIPTIVE SUMMARY**

Program Review is the mechanism of self-assessment that is the basis of college planning and is guided by and influences college wide strategic and educational goals. All campus units undergo this self-assessment process to ensure they are aligned with the College’s mission and goals as stated in the Strategic Master Plan and the Educational Master Plan and to ensure that departments have realistic plans for program improvement which are linked to assessment results and resource allocation. Program Review consists of the following components:

- **Unit Planning:** Units develop and update their future plans to further improve the effectiveness of the unit and advance the College’s mission and goals.

- **Effectiveness Review:** Units conduct self-assessment by examining data measures of effectiveness related to college goals; for example, enrollment, course completion,
degree/certificate awards, fiscal responsibility measures, average class size, and use of technology.

- **Curriculum Review** (for academic units only): Academic units review the status of curricular offerings.

- **Student Learning Outcomes** (for academic units only): Review of academic department’s activities in relation to developing, assessing, and implementing student learning outcomes.

- **Service Area Outcomes (SAOs)** (for student service units only): Review of student service activities in relation to developing, assessing, and implementing service area outcomes.

- **Resource Allocation**: All areas list requests for resources such as equipment, personnel, and supplies. As of 2012, Resource Requests made as part of the online SLO system are automatically linked to the Resource Request section of Program Review.

Departments are required to undergo a comprehensive Program Review every three years; however, the unit plans are updated annually. The Educational Planning Committee (EPC) initiates the Program Review process for the academic units, the Student Support Services Committee initiates the process for the Student Services areas, and the Vice President for Administrative Services is responsible for initiating the process of Program Reviews for administrative areas. In addition to facilitating Program Review, these committees also validate the information returned by the units. With input from the shared governance committees, resource requests are prioritized and submitted through the appropriate resource allocation approval path. Approved requests are then incorporated into the College’s annual operational plan (See Chart 1 above) (36).

In fall 2010 a scoring hierarchy (I.B.6.7.xx) was developed based on Maslow’s Pyramid of Needs and presented to the Budget and Planning Committee. The process includes the systematic prioritization of budget requests and evaluation of expenditures. The pyramid is a framework to help evaluate whether resource requests are aligned with the College priorities. A rubric (I.B.6.7.xx) was created to review each request for over base allocation and to fund requests with the highest score. The levels in the pyramid are used by Budget and Planning Committee to determine which requests to fund for any given year. This process is reviewed annually to make it more user-friendly and is updated as needed.

Each fall department chairs and managers update their Program Review which forms the basis for resource allocation decisions. Once the annual updates are submitted, the resource requests are compiled and then forwarded to the division Deans and Vice Presidents for review and prioritization. The Vice President then forwards the list of prioritized resource requests to the Budget and Planning Committee for consideration and ranking based on the College priorities. Budget and Planning recommendations are then forwarded to College Council for approval. The College Council makes recommendations to the College President who makes the final decisions.
The College Council discussed the idea as a “mega evaluation” of the entire planning, implementation, assessment, and evaluation processes. Below is a chart that describes how all of these college activities are integrated.
SELF EVALUATION

The College assures the effectiveness of its planning and resources allocation processes by systematically reviewing and modifying them as needed. Over 40 College Administrators, Department Chairs, and Program Managers attended a series of workshops when the online Program Review template was introduced in 2009 (I.B.6.xx) (37). The workshops focused on how the new system simplified and automated the funding requests for salaries, regular positions, and operating expenses. A section to update Department Goals and Objectives was also integrated into the template. In 2010 the process was modified to disaggregate the budget by department based on suggestions from department chairs discussed at Council of Instruction meetings. As in the previous year, workshops were offered to help unit managers complete their Program Reviews. In 2011 a survey was sent out to department chairs to elicit feedback about the revised Program Review process. (I.B.6.xx)—survey results on revised Program Review process) (38).

The resource allocation process has also undergone modifications to increase its effectiveness. A task force was formed to develop the priority criteria to be used by the Budget and Planning Committee for the allocation of funds. The Budget and Planning Committee guides the College through the continual process of budget and strategic planning that includes the development of procedures, policies, guidelines, and evaluation criteria for establishing the allocation and/or reduction of expenditures and budgets. (I.B.xx originally Chart I.B.6.4)

The College supports the Program Review and budget allocation process through the publication of institutional data and survey results. The College administers surveys as needed to faculty, students, and staff to evaluate the effectiveness of this process (I.B.xx—link to IE surveys) (39). The District also administers student surveys every other year. Anyone can access institutional data and research through the Institutional Research and Planning Web site which is linked to the LAMC Faculty Staff Resources Web page. Data is also gathered through other means such as focus groups, e.g. Achieving the Dream, for the purpose of improving instructional programs, student support services, library and other learning support services.

All instructional programs, student support services, and library and other learning support services conduct an annual Program Review. They assess their progress against the Strategic Master Plan goals established by the College. The goal of Program Review is to implement changes designed to increase institutional effectiveness and student learning. For example, changes to the Library were made in Academic Year 2011-2012 as a result of the Library Program Review (I.B. xx).

Since its last accreditation visit in 2007, Los Angeles Mission College has adopted an effective self-assessment process which is linked to overall college planning and resource allocation. Academic disciplines, student support services units, and administrative units complete reviews on a yearly basis and comprehensive reviews every three years. As the College strives to
continually improve the effectiveness of its planning processes, the process of Program Review and resource allocation is systematically reviewed and modified as needed.

In spring of 2012 College Council approved the formation of a Program Review Committee to oversee the scheduling and validation of the assessment of all areas in order to streamline and standardize the process campus wide. In the fall of 2012, the evaluation rubric for resource allocation is scheduled to be re-examined in order to assure its effectiveness. The Program Review process has resulted in improvements in instructional, student support, and administrative units.

In addition, the 2012 College Council Retreat participants discussed the need to further integrate the systematic planning processes and all parts of the cycle including institutional research. Evaluation of instruction, student services, and administrative services is done through the Program Review process which has a direct link to resource allocation; however, there is a need to evaluate the entire planning, implementation, assessment, and evaluation process for the College as a whole.

In addition to the Program Review process for all college units, all shared governance committees evaluate their effectiveness annually.

As a result of these evaluations, it became apparent that the Program Review validation and oversight processes were not standardized across all College divisions (Academic, Student Services, and Administrative Services). Based on these findings, the College Council recommended the formation of a Program Review Oversight Committee to standardize the coordination, validation, and reporting of the Program Review process (I.B.xx).

**ACTIONABLE IMPROVEMENT PLANS**

College Council will utilize the newly established Program Review Oversight Committee to ensure standardization and evaluate the effectiveness of the Program Review process across all campus divisions.
EVIDENCE FOR STANDARD I (yet to be combined)

I.A.2.1: Educational Master Plan
I.A.2.2: College Catalog
I.A.2.3: LACCD Mission Statement
I.A.2.4: Institutional Learning Outcomes
I.A.3.1: LAMC Mission Statement Survey Results
I.A.4.1: Strategic Master Plan
I.A.4.2: Program Viability Policy

I.B.1.1: ASO Minutes
I.B.1.2: Agendas and Minutes of Shared Governance Task Force
I.B.1.3: Agenda and Minutes of Essential Skills Committee, AtD, CTE, and Professional and Staff Development Committees
I.B.1.4: March 13, 2012 Minutes and agendas and minutes for Council of Instruction, Strategic Enrollment and Student Support Services
I.B.1.5: Institutional Effectiveness Report 11-12
I.B.1.6: Faculty Academy Agenda and Minutes
I.B.1.7: SLO Progress Graph from the Institutional Effectiveness Report (11-12)
I.B.2.1: Technology Master Plan
I.B.2.2: Minutes and Agendas for Technology Committee
I.B.2.3: Agenda and Minutes for October 12 College Council Retreat
I.B.2.4: Revised Strategic Master Plan
I.B.2.5: Minutes of the College Council
I.B.2.6: Evaluation of College Planning—David Jordan’s Analysis
I.B.2.7: Planning Processes—Visual by Curtis Stage
I.B.3.1: College Council Charter
I.B.3.2: EPC Academic Program Review
I.B.3.3: Basic Skills Report
I.B.3.4: Student Success Initiative Report
I.B.3.5: AtD Report
I.B.3.6: AtD Website
I.B.3.7: AtD Quantitative Data
I.B.3.8: AtD Qualitative Data—Focus Groups

I.B.4.1: Shared Governance Links
I.B.4.2: Flex Day Agenda October 12, 2012
I.B.4.3: Shared Governance Evaluation

I.B.5.1: Links to all surveys on college Web site
I.B.5.2: Assessment Retreat Results posted by Hanh
I.B.5.3: ILO Plans for Fall 2012
I.B.5.4: Faculty and Staff surveys for SAOs and Administrative Service Area Outcomes

I.B.6.1: Chart
I.B.6.2: Agenda for Program Review Workshop
I.B.6.3: Survey results for revised Program Review process
I.B.6.4: College Priorities
I.B.6.5: Budget and Planning Ranking Procedures
I.B.6.6: College Priorities Framework
I.B.6.7: Budget Request Process

1. Educational Master Plan
2. Institutional Learning Outcomes
3. College Catalog
4. LACCD Mission Statement
5. LAMC Mission Statement Survey Results
6. Strategic Master Plan
7. Program Viability Policy
8. Agendas and Minutes of Shared Governance Task Force
9. Assessment retreat agenda and sign in sheets
10. Agenda and Minutes of Essential Skills Committee, AtD, CTE, and Professional and Staff Development Committees
11. March 13, 2012 Minutes and agendas and minutes for Council of Instruction, Strategic Enrollment and Student Support Services
12. Institutional Effectiveness Report 11-12
13. Faculty Academy Agenda and Minutes
14. Institutional Effectiveness Report (11-12)
15. New Technology Plan
16. Minutes and Agendas for Technology Committee
17. Agenda and Minutes for October 12 College Council Retreat
18. Alignment of Educational Master Plan
19. Mega Evaluation of College Planning—David Jordan’s Analysis
21. College Council Charter
22. EPC’s Validation Policy
23. Basic Skills Report
24. Student Success Initiative Report
25. AtD Report
26. AtD Website
27. AtD Quantitative Data
28. AtD Qualitative Data—Focus Groups
29. Shared Governance Links
30. Flex Day Agenda October 12, 2012
31. Shared Governance Evaluation
The decision to fill a certificated faculty or administrative position is made at the campus, but approval to fill the position must be granted by the Human Resources Office. The process for filling certificated positions is conducted by a selection committee under the supervision of an Equal Employment Officer (Compliance Officer) adhering to District and campus policies.

A selection committee is established and responsible for conducting the hiring process in accordance with the local hiring policy established on the campus. Applications for tenure track positions are sent to the office of the appropriate vice president. A selection committee reviews the applications and selects candidates to be interviewed. The selection committee will conduct the preliminary interviews and forward candidates to the President who makes a final decision. All the materials from the presidential final interview are forwarded to the District Human Resources Office to be reviewed and verified so that a job offer can be made by the President. All remaining interview materials are stored in a secure location designated by the appropriate vice president. Applications for long-term substitute or resumes for adjunct positions are sent to the department chair. The applications for long-term positions are stored in the same location as the applications for tenure track positions, and the resumes for adjunct positions are retained by the department chair.

**Evidence:**
6.1 Los Angeles Community College District Human Resources Guides
6.2 LAMC website: [www.lamission.edu](http://www.lamission.edu)
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) is committed to ensuring that instructional programs address and meet the mission of the institution as stated in Standard I. The recently revised College Mission Statement was approved by the Board of Trustees on October 17, 2012 and states the following: (II.A-1)

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;
- Providing services and programs that improve the lives of the diverse communities we serve.

The College uses several mechanisms to systematically ensure and assess the currency and quality of its instructional programs. These mechanisms include:

- Establishment of an Educational Planning Committee (EPC) to monitor and evaluate all academic programs.
- Implementation of a comprehensive Program Review (PR) process which includes internal and external validations resulting in greater accountability and quality. The online Program Review process includes student learning outcome assessment data and annual updates in response to comprehensive review recommendations.

- Curriculum Approval Process which monitors updates and submissions of all Course Outlines of Record (CORs). The Curriculum Committee ensures a rigorous approval process by reviewing the following information for each COR:
  - Prerequisites, co-requisites, and advisories
  - Course content and objectives
  - Student Learning Outcomes, methods and criteria for assessment, and identification of the Institutional Learning Outcomes in support of the SLOs
  - Representative assignments that require critical thinking
  - Computer competency
  - Information competency
  - Methods of instruction and evaluation
  - Articulation
  - Relationships to other college programs

- Participation in statewide initiatives such as curriculum development in response to SB 1440. Three Transfer Model Curriculum (TMC) degrees have been approved by the State Chancellor’s Office and several additional degrees are in progress.

- Hiring of a Curriculum Dean in 2009 to oversee curriculum, production of the annual College Catalog, and the Schedule of Classes.

- Establishment of advisory committees and development of a comprehensive CTE funding application and evaluation process.

- Hiring of an Associate Dean in fall 2009 to manage the CTE programs and their funding.

- Development of an online system for reporting Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) and assessments.

- Establishment of a Distance Education (DE) Committee that provides training and support for online programs.

- Development of new academic programs in emerging fields. This process originates with faculty supported by advisory committees, institutional researchers, and academic administrators.

The improvement of teaching and learning strategies is supported by a wide range of professional development activities many of which are provided and/or funded by the Faculty and Staff Development Committee, Professional Growth Committee, New Faculty Academy, Faculty Teaching and Learning Academy (FTLA), Curriculum Committee, Career Technical Education (CTE) Committee, and academic departments.
The College is committed to the achievement of stated Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College has funded an SLO Coordinator position since 2006 and SLO Assistant Coordinator since 2010. A portion of each (opening) Flex Day has been dedicated to the development and assessment of learning outcomes since 2008. In 2008-2009 the College developed an Online SLO Course Management System which was implemented in 2010. In February of 2012 the College held a college wide Assessment Retreat attended by over 100 participants (II.A-2). The Assessment Retreat provided a forum for college wide discussion of the progress LAMC has made in assessing learning outcomes on all levels and it provided an opportunity to discuss the results of the fall 2011 student survey of students’ perception of how well they had achieved the seven College ILOs (II.A-3). The Assessment Retreat also provided opportunities for all constituents of the College to

- Discuss the results of course assessments
- How the assessments support the College ILOs
- What has been learned
- What changes have been implemented or planned
- What has been the impact of assessment on planning and budgeting

As a result of the retreat, a number of follow-up activities were planned to enable LAMC to meet its fall 2012 SLO Proficiency deadline: (1) A resource request textbox was added to the SLO online system; (2) Program Learning Outcome pages were added for reporting PLO assessments; (2) A commitment was made to include PLOs for all academic programs in the 2012-2013 College Catalog; (3) Ideas for additional ILO assessments were discussed and as a result of these, in the fall of 2012 seven teams met to design and implement Institutional Outcomes assessments in an attempt to determine LAMC students’ achievement of its stated ILOs (II.A-3a).

Since the last self study, LAMC has developed several new academic programs leading to degrees, certificates, employment or transfer (Table 1). Some of the new programs developed at the College include an Associate of Science (AS) degree in Biology and an Associate of Arts (AA) degree in English. In 2010 new legislation was approved by the California legislature (SB 1440) to facilitate student transfer to four-year institutions. SB 1440 requires that each college adopt a minimum of two associate degrees for transfer, Associate in Arts degree for Transfer (AA-T) or Associate in Science degree for Transfer (AS-T) by fall 2012. As of 2012, LAMC offers state approved transfer degrees in Mathematics, Communications Studies, and Early Childhood Education. Additionally, LAMC’s Curriculum Committee has approved transfer degrees in Sociology, Theater Arts, Kinesiology, and Business Administration that are pending state approval. These new degrees and numerous articulation agreements facilitate graduation and transfer to a diverse range of public and private universities.

### TABLE 1 – RECENTLY DEVELOPED LOS ANGELES MISSION COLLEGE ASSOCIATE DEGREES

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>Degree Name</th>
<th>Curriculum Approval Date</th>
<th>State Approval Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>Biology</td>
<td>5/19/2009</td>
<td>1/19/2010</td>
<td>Spring 10</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>AA</td>
<td>English</td>
<td>4/6/10</td>
<td>1/26/2012</td>
<td>Spring 12</td>
</tr>
<tr>
<td>AA-T</td>
<td>Communications Studies</td>
<td>4/26/11</td>
<td>10/26/11</td>
<td>Fall 12</td>
</tr>
<tr>
<td>AS-T</td>
<td>Early Childhood Ed.</td>
<td>10/25/11</td>
<td>12/15/11</td>
<td>Spring 13</td>
</tr>
<tr>
<td>AS-T</td>
<td>Mathematics</td>
<td>5/17/11</td>
<td>12/15/11</td>
<td>Fall 12</td>
</tr>
<tr>
<td>AA-T (Regional)</td>
<td>Sociology</td>
<td>10/25/11</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA-T</td>
<td>Theater Arts</td>
<td>10/25/11</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AS-T</td>
<td>Kinesiology</td>
<td>10/25/11</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AS-T</td>
<td>Business Admin.</td>
<td>10/25/11</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Gallery &amp; Museum Studies</td>
<td>10/25/11</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Art, Drawing</td>
<td>2/7/12</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
<tr>
<td>AA</td>
<td>Art, Sculpture</td>
<td>2/7/12</td>
<td>Pending Submission</td>
<td>Fall 13</td>
</tr>
</tbody>
</table>

**RECENTLY DEVELOPED CAREER TECHNICAL EDUCATION CERTIFICATES**

| Certificate | Child Development-Special Needs | 10/25/11 | Pending Submission | Fall 13 |
| Certificate | Crime Scene Tech. | 10/25/11 | Pending Submission | Fall 13 |

In spring 2011 the Curriculum Committee developed a questionnaire required for new programs (II.A-4) that details how the program contributes to the mission of the College. This questionnaire assesses how the program provides opportunities for students, collaborates with other disciplines, addresses the needs of the local community, and prepares students for transfer or career development.

The College offers programs and services at several off-site locations including Gridley Elementary School, James Monroe High School, Mission Hills Bowl, Olive Manor Senior Apartments, Sara Coughlin Elementary School, and the Work Source Center. In addition, the College offers programs and courses through alternative means of delivery, such as online and hybrid classes and Instructional Television (ITV). The integrity of these academic programs is ensured through faculty evaluations, supervision and oversight by department chairs, vice chairs, program directors, administrators, and the Curriculum and Distance Education Committees. The
processes of faculty evaluation, Program Review, and curriculum review help to ensure that alternate delivery systems and off-campus instructional programs are held to the same standards as all other instructional programs. The ITV Program has a full-time director who provides an additional layer of oversight and supervision.

SELF EVALUATION

Los Angeles Mission College offers high-quality instructional programs in recognized and emerging fields leading to degrees, certificates, employment, or transfer consistent with its mission. Even though ongoing state and local budget constraints have made it difficult to sustain significant growth in new programs, the College has added several new degrees and programs in the last few years (Table 1). LAMC also continues to develop high-quality instructional programs by seeking new funding sources in areas such as Science, Technology, Engineering, and Math (STEM) and Career Technical Education (CTE). These new programs facilitate degree completion and student transfer; for example, in the fall of 2011, 27 students completed the new English AA degree.

Instructional programs are systematically assessed with rigorous review processes established by the Educational Planning Committee (EPC). EPC schedules Comprehensive Program Review of all instructional programs on a three-year cycle, as well as an annual update. The Program Review process also includes updates on curriculum status and SLO assessment. Faculty regularly assess student achievement of course, Program, and Institutional Learning Outcomes.

The Curriculum Committee has representation from all academic departments and supports the development and currency of high quality educational programs. The recent implementation of the Electronic Curriculum Database (ECD) system to update and submit Course Outlines of Record (CORs) has been very instrumental in incorporating Student Learning Outcomes and Institutional Learning Outcomes into the curriculum approval process.

The College has made great strides in systematically assessing the achievement of stated Student Learning Outcomes. After some initial challenges familiarizing faculty with the criteria for the development of measurable SLOs (II.A-4a) and the Online SLO Management System, the faculty have generally embraced the assessment process. Both the LAMC Curriculum Committee and SLO Coordinators have actively supported faculty with curriculum development and SLO Assessment by providing training and web-based resources. As of fall 2012, almost all active courses have had at least one SLO assessed and most disciplines have engaged in multiple rounds of assessment and improvement.

The College also has actively supported the improvement of teaching and learning strategies by providing many opportunities for professional development. In 2010 LAMC hosted the District Faculty Teaching Learning Academy (FTLA) and ten LAMC faculty members participated. In addition, during the fall of the last several years, LAMC has offered a Faculty Academy, a series of seminars primarily designed for new faculty orientation but also open to all faculty (II.A-5). These meetings have been well attended and have provided an opportunity for new faculty to learn more about the College.

Previously the College offered more classes and programs at off-site locations. Since the recent construction of several new facilities such as the Culinary Arts Institute and the Health, Fitness,
and Athletic Complex, many programs that were previously offered at other locations are now offered on campus. Some of the programs and classes that have been relocated to the campus include Physical Education, Art, English as a Second Language (non-credit), General Education Development (G.E.D.), and Civics. Another factor that has contributed to having fewer off-site offerings has been the reduction in the number of classes due to budget constraints. Currently most classes at off-site locations are non-credit courses such as Basic Computer Skills and ESL.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Los Angeles Mission College uses a variety of methods and data to assess the educational needs of the population that it serves. Data on educational attainment, income, and labor market projections are used to assess the need for current and future academic programs, as evidenced in the LAMC 2010-2015 Educational Master Plan. Educational data on local area high schools is used to better understand the educational and support service needs of the student population. In 2011 the Los Angeles Community College District conducted both external and internal scans for its service area to develop its Strategic Master Plan (II.A-5a). In addition, in June of 2012 the regional Center of Excellence serving Los Angeles and Orange counties completed a customized report for Los Angeles Mission College (II.A-6). This report provides data on the LAMC service areas including an industry overview, occupational analysis, county level gap analysis, and demographics overview, which will be utilized to better serve the needs of the Los Angeles Mission College community.

To evaluate and improve educational programs and services, the LAMC Office of Institutional Research and Planning provides support for learning outcomes and data on student attainment of certificates, degrees, and transfer. The college uses these measures of completion and transfer readiness, e.g., in Program Review, to assess how well the College is meeting the educational needs of its students. The Office of Information Technology also provides support to instructional programs and other college units as they develop and assess student outcomes. Information about course, discipline, program, and Institutional Learning Outcomes is available through the online Student Learning Outcome Management System and the College SLO Web page.

Several areas of the College identify and evaluate student needs. Data from surveys given by the Counseling Department, Disabled Students Programs and Services (DSP&S), and Extended Opportunities Programs and Services (EOP&S) are reviewed to determine the need for student programs and services. The College administers assessment tests to determine students’ academic placement in English, reading, math, and English as a Second Language (ESL) courses (Tables 7 and 8). Students who do not place into college-level courses are offered developmental English, math, and English as a Second Language courses to help them develop
the skills to be successful in transfer-level, CTE, and academic courses. Disabled Students Programs and Services (DSP&S) promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, developmental, or other disabilities through integration into the mainstream of college life. Extended Opportunity Programs and Services (EOP&S) provides services to educationally and economically disadvantaged students. The primary objective of DSP&S and EOP&S is to give eligible students the assistance necessary to successfully complete their educational goals. In addition, general student surveys are periodically conducted to obtain their perspectives on a variety of educational and student services and to gauge their attainment of learning outcomes.

To meet the academic needs of LAMC's diverse student body, a number of courses are offered in ethnic studies (e.g., Chicano Studies and African American Studies), English as a Second Language, humanities, foreign languages (e.g., Spanish, Italian, French) and basic skills. In fact, English as a Second Language (ESL), Developmental Communications, and Chicano Studies are among the six largest disciplines at the College. In response to student needs, the Mathematics Department has modified its courses to offer students more options to complete their required algebra courses. Specifically, the Math Department now offers a three-semester algebra series in addition to the traditional two-semester series to assist students who need more time to complete their math course work.

In addition to credit and noncredit courses, the College has obtained several Specially Funded Programs (SFPs) to address the needs of its students. These programs are designed to reach out to the College's diverse community and include the following:

1. **Improving Student Success and Faculty Development and Strengthening Student Success and Support Services:** The College was awarded a five-year Title V grant (2004-2009) to improve retention and progression in math. It provided support for supplemental instruction in math, faculty and staff development, outcomes assessment and evaluation, and the creation of a Math Center and Center for Excellence in Teaching.

2. **Cooperative Title V Grant:** The purpose of this five-year partnership (2006-2011) with Loyola Marymount University was to create a teacher preparation pipeline for K-12 educators. The grant also had a transfer component which provided funding for the Transfer Center.

3. **Career Technical Education Transitions Grant.** This program provides a means for students to begin a program of study in high school which continues at the community college. These programs combine academic courses needed for success in college and technical courses needed to prepare students for high skilled, high-demand careers. Classes are held at several local high schools and students from two high schools come to LAMC to take classes twice a week.

4. **Improving Student Success and Access:** This is a five-year Title V grant (2009-2014) with three components: improving the Reading and Writing Lab (Academic Success Center), creating the Science Success Center, and the development of E-Labs or virtual labs for supplemental instruction, which are available to students online.

5. **Science, Technology, Engineering, and Math (STEM) Grant:** In 2011 the College was
awarded a five-year, Title III grant to enhance and strengthen academic offerings to increase transfer to four-year institutions in STEM majors and opportunities in STEM careers.

SELF EVALUATION

LAMC identifies and meets the varied educational needs of its students through programs consistent with their educational preparation and the needs of the diverse communities it serves. The Office of Institutional Research and Planning conducts research, collects data, and disseminates information to be used by the College for institutional planning. The College relies upon research and analysis to conduct Program Review, identify student needs, and to assess progress toward achieving learning outcomes. The District also conducts research, such as student surveys, student performance assessments, and environmental external and internal scans to support institutional research and planning at the colleges.

The College has lacked consistent staffing in the Office of Institutional Research over the past two years. LAMC's Dean of Research Planning and Information Technology transferred to the District Office in fall 2010 to serve temporarily as the Vice Chancellor of Institutional Effectiveness and was permanently hired in spring 2012. During most of this period, the Dean of Technology attempted to serve in both roles. In spite of the lack of consistent staffing, the College has been able to provide data and support for the assessment of its instructional programs. During the summer of 2012, the College initiated the process of hiring a permanent institutional researcher.

Los Angeles Mission College seeks to meet the educational needs of its students in a variety of ways. Most incoming students who take an assessment test place below college-level English and math courses (Tables 7 and 8). The College offers a large number of basic skills courses to prepare students for transfer, employment, and degree or certificate completion. Many students have difficulty completing the math and English coursework required to achieve their educational goals. Through the Program Review process, faculty seek to identify performance gaps and improve student success. For example, as a result of research and analysis, the Math Department recently revised its curriculum and developed a new Math 123 sequence to increase student success in its algebra courses.

The College also seeks to serve the needs of its ethnically diverse student population. While the College offers a wide variety of Chicano Studies courses, course offerings focusing on other demographic groups are limited. For example, there are only two African-American courses and no Asian-American courses currently offered by the College. Furthermore, even though two-thirds of LAMC students are female, the College does not offer any women's studies courses at this time.

The College has actively pursued external funding opportunities to meet the varied educational needs of its students. For example, the STEM program will provide supplemental instruction, dedicated counseling services, and new course offerings to increase the transfer rates and success of students who are traditionally underrepresented in STEM fields.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

Los Angeles Mission College faculty provide instruction in a variety of delivery modes designed to be appropriate to the curriculum and to meet the learning styles and needs of its diverse student body. These include lecture, laboratory, studio laboratories, group collaborative learning, discussion, physical demonstration, project-based learning, Instructional Television (ITV), computer-based instruction, field trips, cooperative education, internships, hybrid and distance education. While most courses run for a full 15-week semester, some short-term and late start classes run for a few weeks. Some courses, mainly noncredit, are open-entry, meaning that a student may begin at any time. Students who need tutoring are referred to the appropriate areas, e.g., STEM Office, Math Center, Academic Success Center, Science Success Center, Learning Resource Center, DSP&S Office, Computer Applications and Office Technologies (CAOT) Center, Multimedia Lab, and Child Development Resource Center.

Instructors, in conjunction with other department faculty, determine what types of delivery are appropriate for each course to meet the current and future needs of our students. Faculty members prepare and submit course outlines to the Curriculum Committee utilizing the Electronic Curriculum Development (ECD) system which includes a section on methods of instruction.

- The Distance Education Committee and the Curriculum Committee address distance learning efficacy as it relates to the overall instructional program. In 2011 the DE Committee developed a Substantive Change Proposal due to several disciplines offering 50 percent or more of their courses online (Chicano Studies, History, Law, Philosophy, Psychology, and Sociology). The LAMC Substantive Change proposal was approved by the State Chancellor’s Office and the ACCJC in 2012 (II.A.-7). The DE Committee requires all online faculty to complete an online pedagogy certification process. Before fall 2011 the DE Committee also evaluated the course shells of all online classes. The purpose of the certification and evaluation processes was to ensure quality of teaching and course content of online courses.

In 2010, the College created a Course Management Task Force to explore several course management systems and make recommendation on which one to adopt. As a result of the task force recommendations, the College adopted a course management system called MOODLE (Modular Object Oriented Dynamic Learning Environment), an open source learning portal outsourced to Remote Learner, a professional remote hosting company. (II.A.-8). MOODLE is not only used for online classes, it is also used for Web enhanced on-campus classes which have grown from four classes in 2010 to 160 classes in 2012.

LAMC disciplines that offer online classes include Biology, Business, Chicano Studies, Computer Science, English, Nutrition, Health, Law, Library Science, Management, Math, Philosophy, Psychology, and Sociology. The Paralegal Studies Program at Mission offers a completely online Paralegal Certificate which is supported by online paralegal tutoring.
Online, hybrid, and Web enhanced classes are supported by the College through a Distance Education (DE) Coordinator who receives 20 percent reassigned time. In 2007 the duties, responsibilities, and charge of the DE Coordinator were formalized (II.A-9). The DE Coordinator supports delivery of online, hybrid and Web enhanced classes including coordinating the creation of MOODLE course shells and maintaining the online portal (II.A-10), its content, tutorials, faculty, and student support, and Help Desk.

**SELF EVALUATION**

Los Angeles Mission College faculty effectively use a variety of delivery systems and modes to serve its diverse student body. Online classes have grown considerably over the last ten years to meet the current and future needs of students. Since 2000, the percentage of online classes at Mission has ranged from 1.2% in 2000-01 to 9.9% in 2008-09 (Figure 1). In recent years the percentage of online classes has declined somewhat because new online classes could not be offered until the Substantive Change Proposal was approved.

**Figure 1: Percentage of Classes Taught Online at LAMC and LACCD Colleges (2000-2011)**

The quality of online and hybrid classes is ensured through a rigorous certification requirement to teach online and a review of the course shell as part of the approval process. (II.A-11).

As can be seen in Table 2, the retention and success rates of LAMC students in online classes are very similar to those in face-to-face (on-campus) classes. The relatively high retention and success rates of online classes may be due in part to the support provided by the DE Coordinator, DE Committee, Curriculum Committee, and others. The fact that the online and face-to-face
retention and success rates are similar also suggests that the delivery systems and modes of instruction are compatible with the objectives of the curriculum and appropriate to the needs of LAMC students.

### TABLE 2: LOS ANGELES MISSION COLLEGE (LAMC) SUCCESS & RETENTION RATE COMPARISON REPORT FACE TO FACE VS. ONLINE

<table>
<thead>
<tr>
<th>Term</th>
<th>LAMC On Campus (Face to Face) Courses</th>
<th>LAMC DE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Success</td>
<td>% Retention</td>
</tr>
<tr>
<td>Fall 08</td>
<td>67%</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 09</td>
<td>69%</td>
<td>87%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>72%</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 10</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>70%</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 11</td>
<td>68%</td>
<td>89%</td>
</tr>
</tbody>
</table>

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
Student achievement is central to the mission of Los Angeles Mission College. The College has institutionalized a systematic process for identifying, measuring, and assessing student learning outcomes (SLOs) as one of the primary means of determining student achievement. In 2007 a 60 percent SLO Coordinator was appointed by the College to help guide faculty and Student Services staff in fulfilling their SLO obligation. In 2009 this assignment was divided into two: a 40 percent SLO Coordinator and a 20 percent SLO Assistant.

The College has developed institutional, program, and course level SLOs. The faculty take responsibility for identifying and assessing SLOs. Achievement of SLOs at all levels is one of the goals of both the Strategic Master Plan and the Educational Master Plan and is part of the College’s Annual Institutional Effectiveness report to the Board of Trustees.

All degrees, certificates, programs, and courses have identified SLOs. At least one outcome for each course, certificate, and program has been assessed. As a result of these SLO assessments, instructional improvements have been implemented. All course and program learning outcomes are tied to the seven Institutional Learning Outcomes (ILOs) formulated in 2004:

1. Written and Oral Communication
2. Information Competency
3. Problem Solving
4. Math Competency (Quantitative Reasoning)
5. Aesthetic Responsiveness
6. Ethics and Values Applied to Decision Making
7. Global Awareness

The development of these outcomes was motivated by a desire on the part of the College to improve student learning, a responsibility that is central to its mission, and a related desire to assure the public of the quality of education at the institution. These outcomes were established to assess the quality of education at LAMC and are a reflection of the belief that students who complete a specified course of study at the College should be able to demonstrate competency in a broad range of abilities that are the charge of higher education.

The Institutional Learning Outcomes are posted in each classroom and in the Learning Resource Center. Beginning spring 2013, LAMC students will receive bookmarks printed with the ILOs and the College Mission Statement when they purchase their books at the Eagle’s Landing Bookstore. In addition, the ILOs are listed in the College Catalog and on the SLO Web site. A link is provided to these ILOs on several other Web pages, such as the Institutional Effectiveness, Curriculum, and Student Support Services Web pages. Many faculty are involved in assessing ILOs and Program Learning Outcomes, and all faculty are involved in assessing course SLOs and implementing recommended improvements. When a new course is added to the curriculum or a course is updated, department chairs must identify the ILOs that are addressed as a required part of the curriculum review/update process.

In 2008 an SLO Web page was developed to provide resources and information for faculty and to support SLO assessment. The design of an in-house online SLO system for reporting Student Learning Outcomes and assessments began in 2008 and was implemented in 2010. All SLO updates, Certificate and Degree/Program outcomes (PLOs), and assessments for the academic
programs are now reported using this online system. Methods of assessment are determined by discipline faculty and posted on the online system.

SLOs are made available to students and the public in a variety of ways; for example, they are included in all course syllabi, which are posted on the Schedule of Classes Online (SOCO). LAMC faculty Web pages also include links to their course syllabi. Department chairs and deans review the course syllabi submitted each semester and are responsible for verifying that the SLOs are listed. Additionally, since course outcomes are part of all course outline curriculum updates, they become part of the District’s Electronic Curriculum Development (ECD) system and are available to the public. SLO updates, methods and criteria for assessment and the supported ILOs are part of the Course Outlines of Record (CORs). Furthermore, course SLOs are listed on the College SLO Web page at www.lamission.edu/slo and are linked to the LAMC Student Web page. In addition, an explanation of what SLOs are and why they are important is included on the LAMC Student Web page. Starting with the fall 2012-13, all program outcomes are listed in the College Catalog.

As a result of assessments, faculty analyze data from their classes and modify their curriculum accordingly. They also modify their delivery methods and pedagogy, placing more emphasis on areas where students do not perform well in order to improve student learning. They use the student support services provided by the College, the tutoring services, LRC workshops, Writing Center and Math Center to support students in areas identified by assessments. Assessment has encouraged faculty to take a more proactive approach to reach out to their students and provide more options for help and support.

Department chairs work closely with their faculty to determine appropriate student learning outcomes. While course outcomes and assessments are determined primarily by the full-time faculty, input from adjunct faculty is welcomed and encouraged. Participation of adjunct faculty in the assessment of course and program level SLOs is supported by the American Federation of Teachers (AFT), which is the faculty collective bargaining unit. The AFT Contract states that all faculty will participate in the SLO assessment cycle and that classroom faculty will include approved SLOs on class syllabi (II.A-12). Adjuncts are encouraged to actively participate in the writing and revision of SLOs and plans for assessments; departmental meetings provide them with an option for participation in the dialogue. Though their participation is optional regarding development of SLOs and assessments, a growing number of adjuncts see participation as an opportunity to enhance their experiences and to contribute to the campus dialogue on integrity of teaching and learning outcomes.

Department chairs are ultimately responsible for the outcomes in their departments. Chair evaluations by Deans include an evaluation of the chairs’ ability to move student learning outcomes and assessments forward among their faculty and to effectively institute and document continuous improvement in student learning through assessment. Each semester department chairs review the SLO reports submitted online by their faculty members, provide feedback, and facilitate departmental dialogue at faculty meetings. They also submit a report to the SLO Coordinator summarizing their progress on SLO assessment, curriculum modifications, resource requests, program assessment, and implementation of improvements. Most chairs report that as a result of their assessments, faculty have revised their lesson plans, assignments, delivery modes or classroom strategies to improve the students’ achievement of the course and program student
learning outcomes.

The Curriculum Committee and SLO Coordinators assess whether the SLOs are aligned with the course description and course objectives and reflect minimum competencies that the students should have as a result of taking the course. The SLO Coordinators and Curriculum Committee members review the planned assessments for each SLO and the criteria by which they will be assessed.

Instructional programs are assessed for currency, teaching and learning strategies, and Student Learning Outcomes through department and discipline annual and comprehensive Program Reviews. The Comprehensive Program Reviews are presented both orally and in written form to the Educational Planning Committee (EPC) and discussed by the committee. An external validation of each program’s Program Review which contains a Student Learning Outcomes component is completed before each comprehensive report. Outcomes are linked to resource allocation and program and institutional planning through the Program Review and budget and planning process.

Assessment of SLOs is supported by LAMC’s SLO online program which is an interactive system. Both qualitative and quantitative data are used for assessments, formative and summative. All outcomes need to be assessed at least once every three years. All assessment results are posted using the Online SLO System. Assessment timetables are posted in the department notes section of the Online SLO System and can be viewed through the LAMC Faculty Portal.

Monthly SLO Assessment (SLOA) reports and annual updates are provided to the Academic Senate, Educational Planning Committee, and Council of Instruction. Until 2011, Excel spreadsheets of the status of all courses were maintained and posted annually on the SLO Web page. Since spring 2012, resource requests made on the Online SLO System have been linked to the Online Program Review System. Several assessments have been conducted in an attempt to determine LAMC students’ achievement of the Institutional Learning Outcomes including surveys and evaluating samples of students’ work by using a rubric. College wide discussion of these assessments occurs at the annual Flex Day held in the fall. Assessment results were also discussed at the Assessment Retreat held in February 2012 as well as at Shared Governance Committee meetings, notably EPC, College Council, and the Council of Instruction.

Figure 2: Student Learning Outcome and Assessment at the Course Level
Faculty and academic administrators ensure the quality and improvement of all instructional courses and programs offered by the College. The continuous improvement in quality as a result of SLO and PLO assessments is documented on the Online SLO System. Strong support by the former Vice President of Academic Affairs, in addition to increased accountability, dialogue,
training and emphasis on learning outcomes and course objectives reflect an institutional commitment to improvement of all instructional programs. Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs) and methods of assessment of Student Learning Outcomes are established for each course and program, and these are a critical part of curriculum updates and annual and comprehensive program reviews. All outcomes are assessed at least every three years, though some areas assess outcomes more frequently.

The Curriculum Committee review process emphasizes the integrity of learning outcomes and course objectives, and outlines reviewed in the last two years demonstrate growing commitment to learning outcomes and course outcomes that represent the highest academic integrity and campus commitment to student success. The improvement in curriculum work was aided by the hiring of a Curriculum Dean who made curriculum a priority, the expansion of the Curriculum Committee, and the establishment of standards for submission of curriculum.

The progress made in Student Learning Outcomes and Assessment is summarized in Figures 2 and 3. Los Angeles Mission College is at the Proficiency Level on the Western Association of Schools and Colleges (WASC) SLO Proficiency Rubric (II.A-13) and has demonstrated many of the required elements of sustainable quality improvement. All degrees, certificates, programs, and courses have SLOs, and at least one outcome for each course, certificate, and program has been assessed and improvements have been implemented. The continuous improvement in quality as a result of assessments is documented in the Online SLO System.

Based on the assessments, changes to curriculum have included updating course outlines, adding advisory or prerequisite courses, implementing on-line courseware, modifying exams, changing textbooks, utilization of existing resources for students, adding more writing assignments, expanding lectures, using Student Response Systems (clickers), using social media such as e-mail and Facebook to improve communication with students, and in some cases, modifying the SLO to more accurately reflect the desired outcomes of the course or program.

Examples of specific course changes that have resulted from the SLO assessment process include:

- Adding a prerequisite of English 28 to all Humanities classes to better prepare students for the level of reading and writing required for those classes.
- Developing a new lab manual for Biology 3 that is more user friendly and focuses more on the scientific process.
- Adding an intense reading component in the form of online homework materials for English 21 and “My Writing Lab” as a component of English 28.
- Requiring that students in Health 11 classes attend a specific library workshop designed to help them complete their assignments.

Resource requests have included funding of tutors, new full-time faculty, improved scheduling of classes and adding more classes to help students complete the required courses for their certificate and degree programs. As part of the Program Review system, faculty develop their resource requests based on their SLO and PLO assessments and plans for improvement.

In addition, programs also are assessed for currency and student learning outcomes at CTE local college meetings, advisory meetings, department meetings, conferences, and district discipline meetings. The District Student Learning Outcomes and Assessment Committee assists in
supporting the college campuses by providing resources, information, workshops, and an opportunity for dialog.

<table>
<thead>
<tr>
<th>TABLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELECTED RESULTS FROM THE FALL 2011 STUDENT SURVEY RELATED TO INSTITUTIONAL LEARNING OUTCOMES (N=512)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have the courses you have taken helped you?</th>
<th>ILOs</th>
<th>% of Respondents that Strongly Agree or Agree Somewhat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research information?</td>
<td>Information Competency</td>
<td>78</td>
</tr>
<tr>
<td>Present ideas and information effectively to others in writing?</td>
<td>Written Communication</td>
<td>76</td>
</tr>
<tr>
<td>Evaluate information?</td>
<td>Information Competency Problem Solving</td>
<td>75</td>
</tr>
<tr>
<td>Solve problems and use logical reasoning (critical thinking) and develop strategies for solutions?</td>
<td>Problem Solving</td>
<td>75</td>
</tr>
<tr>
<td>Organize a paper with documentation?</td>
<td>Written Communication Information Competency</td>
<td>72</td>
</tr>
<tr>
<td>Deliver oral presentations?</td>
<td>Oral Communication</td>
<td>70</td>
</tr>
<tr>
<td>Make value judgments and ethical decisions?</td>
<td>Ethics and Values</td>
<td>69</td>
</tr>
<tr>
<td>Analyze global issues from multiple perspectives?</td>
<td>Global Awareness</td>
<td>67</td>
</tr>
<tr>
<td>Communicate the merits of works of art, music, or literature?</td>
<td>Aesthetic Responsiveness</td>
<td>61</td>
</tr>
<tr>
<td>Achieve math competency and quantitative reasoning?</td>
<td>Math Competency</td>
<td>58</td>
</tr>
</tbody>
</table>

An Assessment Retreat was held in February 2012 to review the results of the first Student Institutional Learning Outcome (ILO) Survey which was conducted in the fall 2011 and had 512 respondents (II.A-14a). This preliminary ILO survey was given only to LAMC students who had completed 30 units of college credit or more. Out of this group, 76% of respondents indicated their educational goal was to transfer, 22% to earn a degree without transfer, 13% to earn a certificate, and 2% were undecided. This survey had ten questions that were related to the seven college ILOs (Table 3).

Based on the results, a majority of the students who responded to this survey indicated that the courses they have taken have helped them achieve all seven of the College ILOs. Highest scores were related to information competency, written communication, and problem solving. The lowest scores were related to math competency/quantitative reasoning and aesthetic responsiveness.

Another method of assessment used to evaluate student achievement of ILOs was the Spring 2012 Student Survey (II.A-14b). In the spring of 2012, a more comprehensive survey was distributed to LAMC students and 3,219 students responded. In the survey, questions were asked of students to determine to what extent the College had assisted them with their development in several areas. Table 4 summarizes the results from this survey.
Based on the data collected from the responses, a large percentage of students (over 60 percent) feel the College has assisted them very much or quite a bit in learning effectively on their own, thinking critically and analytically, understanding oneself, working effectively with others, understanding people of other racial or cultural or ethnic backgrounds, speaking clearly and effectively, writing clearly and effectively, using computers and informational technology, developing clear career goals, developing a personal code of values or ethics, and solving numerical problems. A smaller percentage of students (less than 60 percent) feel that the College has assisted them very much or quite a bit in adopting a healthier lifestyle, appreciating the arts, and contributing to the welfare of one's community. The data from this survey suggest that while the College is meeting the institutional learning outcomes, student learning could be strengthened in several areas such as health awareness, art appreciation, and contributing to the welfare of the community.

**ACTIONABLE IMPROVEMENT PLAN**

The SLO Coordinator will work with the Academic, Student Service, and Administrative units to further identify achievement gaps, identify appropriate assessment measures, and implement improvements to assure quality instructional programs in support of student learning.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**DESCRIPTIVE SUMMARY**

The College ensures high-quality instruction through a variety of processes including student-
peer-administrative evaluations of its faculty, the four-year tenure review of probationary faculty, rigorous hiring processes, and Program Review. Internal evidence of instructional quality includes retention and persistence rates, grade distributions, and completion rates of courses, degrees, transfer requirements, certificates of achievement, and skill certificates. External evidence of instructional quality includes articulation agreements with other institutions and student achievement as measured by transfer rates and student success in licensing and certification exams.

TABLE 5
NUMBER OF DEGREES AND CERTIFICATES OFFERED AT LAMC (2012-2013 CATALOG)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>49</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Model Curriculum Degree</td>
<td>3</td>
</tr>
<tr>
<td>Certificates of Achievement (Over 18 units)</td>
<td>19</td>
</tr>
<tr>
<td>Skill Certificates (Less than 18 units)</td>
<td>21</td>
</tr>
</tbody>
</table>

The breadth and depth of college programs is demonstrated by the College's 55 associate degrees, 19 certificates, 21 skill certificates, and courses in over 50 different disciplines (Tables 5 and 6).

Currently, LAMC has a total of over 2,200 major preparation, articulation agreements with 10 UC campuses and 19 CSU campuses and course-to-course agreements totaling over 1350 Departments at 20 CSU campuses and 7 UC campuses. LAMC has an articulation agreement with 87% (20/23) of the CSU’s and 100% (10/10) of the UC campuses (II.A-16). Additionally, LAMC also has articulation agreements with many private and out-of-state colleges and universities.

Los Angeles Mission College offers a broad variety of courses in over 50 different disciplines (Table 6). Based on FTES (full-time equivalent students), Mathematics is the largest discipline on campus, followed by English as a Second Language (ESL), English, Physical Education, and Child Development. The Mathematics Department offers the most sections each semester with 83 offered in the fall of 2011. During the same semester, English offered the second largest number of classes with 50 sections, while credit ESL offered 29 sections (II.A-17).

TABLE 6
NUMBER OF COURSE SECTIONS AND STUDENT ENROLLMENT AT LAMC IN 54 ACTIVE DISCIPLINES
FALL 2005 COMPARED TO FALL 2011

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Number of</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Sections</th>
<th>Students</th>
<th>FTES</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>2011</td>
<td>2005</td>
<td>2011</td>
</tr>
<tr>
<td>1. Mathematics</td>
<td>61</td>
<td>83</td>
<td>1871</td>
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<tr>
<td>2. E.S.L.-Credit</td>
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<td>29</td>
<td>905</td>
<td>1086</td>
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<tr>
<td>3. English</td>
<td>44</td>
<td>50</td>
<td>1354</td>
<td>1555</td>
</tr>
<tr>
<td>4. Physical Education</td>
<td>27</td>
<td>32</td>
<td>615</td>
<td>1239</td>
</tr>
<tr>
<td>5. Child Development</td>
<td>41</td>
<td>39</td>
<td>1111</td>
<td>1220</td>
</tr>
<tr>
<td>6. Chicano Studies</td>
<td>20</td>
<td>20</td>
<td>753</td>
<td>968</td>
</tr>
<tr>
<td>7. Biology</td>
<td>13</td>
<td>17</td>
<td>321</td>
<td>446</td>
</tr>
<tr>
<td>8. Sociology</td>
<td>15</td>
<td>21</td>
<td>505</td>
<td>900</td>
</tr>
<tr>
<td>9. Food Service Mgmt.</td>
<td>27</td>
<td>20</td>
<td>435</td>
<td>490</td>
</tr>
<tr>
<td>10. Psychology</td>
<td>19</td>
<td>17</td>
<td>653</td>
<td>766</td>
</tr>
<tr>
<td>11. Spanish</td>
<td>22</td>
<td>10</td>
<td>237</td>
<td>425</td>
</tr>
<tr>
<td>12. Health</td>
<td>15</td>
<td>15</td>
<td>496</td>
<td>687</td>
</tr>
<tr>
<td>13. Art</td>
<td>38</td>
<td>28</td>
<td>434</td>
<td>514</td>
</tr>
<tr>
<td>14. Political Science</td>
<td>15</td>
<td>13</td>
<td>437</td>
<td>608</td>
</tr>
<tr>
<td>15. Developmental Com.</td>
<td>25</td>
<td>20</td>
<td>681</td>
<td>604</td>
</tr>
<tr>
<td>16. Admin. of Justice</td>
<td>16</td>
<td>13</td>
<td>384</td>
<td>590</td>
</tr>
<tr>
<td>17. History</td>
<td>10</td>
<td>12</td>
<td>354</td>
<td>492</td>
</tr>
<tr>
<td>18. Multimedia</td>
<td>20</td>
<td>16</td>
<td>310</td>
<td>437</td>
</tr>
<tr>
<td>19. Chemistry</td>
<td>6</td>
<td>8</td>
<td>137</td>
<td>190</td>
</tr>
<tr>
<td>20. Speech</td>
<td>22</td>
<td>15</td>
<td>413</td>
<td>476</td>
</tr>
<tr>
<td>21. Law</td>
<td>18</td>
<td>13</td>
<td>431</td>
<td>470</td>
</tr>
<tr>
<td>22. CAOT</td>
<td>31</td>
<td>16</td>
<td>262</td>
<td>290</td>
</tr>
<tr>
<td>23. Computer Science</td>
<td>24</td>
<td>9</td>
<td>385</td>
<td>262</td>
</tr>
<tr>
<td>24. Fam. Consumer Studies</td>
<td>18</td>
<td>8</td>
<td>261</td>
<td>324</td>
</tr>
<tr>
<td>25. Anatomy</td>
<td>4</td>
<td>6</td>
<td>112</td>
<td>150</td>
</tr>
<tr>
<td>26. Music</td>
<td>13</td>
<td>11</td>
<td>106</td>
<td>246</td>
</tr>
<tr>
<td>27. Cinema</td>
<td>9</td>
<td>5</td>
<td>224</td>
<td>172</td>
</tr>
<tr>
<td>28. Geography</td>
<td>10</td>
<td>5</td>
<td>277</td>
<td>214</td>
</tr>
<tr>
<td>29. Anthropology</td>
<td>8</td>
<td>5</td>
<td>206</td>
<td>202</td>
</tr>
<tr>
<td>31. Philosophy</td>
<td>12</td>
<td>5</td>
<td>334</td>
<td>192</td>
</tr>
<tr>
<td>32. Accounting</td>
<td>9</td>
<td>4</td>
<td>154</td>
<td>113</td>
</tr>
<tr>
<td>33. Business</td>
<td>10</td>
<td>5</td>
<td>219</td>
<td>189</td>
</tr>
<tr>
<td>34. Physiology</td>
<td>4</td>
<td>4</td>
<td>99</td>
<td>85</td>
</tr>
<tr>
<td>35. Astronomy</td>
<td>4</td>
<td>4</td>
<td>141</td>
<td>128</td>
</tr>
<tr>
<td>36. Physical Science</td>
<td>7</td>
<td>6</td>
<td>137</td>
<td>138</td>
</tr>
<tr>
<td>37. Theater</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>110</td>
</tr>
<tr>
<td>38. Interior Design</td>
<td>5</td>
<td>5</td>
<td>127</td>
<td>116</td>
</tr>
<tr>
<td>39. Management</td>
<td>4</td>
<td>3</td>
<td>103</td>
<td>96</td>
</tr>
<tr>
<td>40. Marketing</td>
<td>2</td>
<td>2</td>
<td>48</td>
<td>90</td>
</tr>
<tr>
<td>41. Microbiology</td>
<td>1</td>
<td>2</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>42. African Am. Studies</td>
<td>1</td>
<td>2</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td>43. Photography</td>
<td>3</td>
<td>2</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>44. Economics</td>
<td>6</td>
<td>2</td>
<td>107</td>
<td>78</td>
</tr>
</tbody>
</table>
A large percentage of incoming LAMC students place into lower level English, Reading and English as a Second Language courses. During 2011-12, a total of 4,892 students took an English or ESL placement exam at the College Assessment Center (Table 7). Over 84 percent of LAMC 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 that are not transferable. Only 15.8 percent of students placed in English 101, College Reading and Composition, which is transferable to University of California and California State Universities. The rest of the students taking the assessment test in 2011-2012 placed below college level English (English 101) as follows:

- One level below (English 28 or ESL 8): 18.3 percent
- Two levels below (English 21 or ESL 6): 28.5 percent
- Three levels below (Developmental Communications 1 or ESL 5): 30.1 percent
- Four or more levels below: 7.1 percent

### TABLE 7
LAMC ENGLISH/ESL PLACEMENT RESULTS FROM 2005-06 TO 2011-12

<table>
<thead>
<tr>
<th>English Level</th>
<th>Course</th>
<th>2005-06 (N=3612)</th>
<th>2006-07 (N=2747)</th>
<th>2007-08 (N=3845)</th>
<th>2008-09 (N=4055)</th>
<th>2009-10 (N=3851)</th>
<th>2010-11 (N=3759)</th>
<th>2011-12 (N=4892)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Level Below</td>
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<tr>
<td>2 Levels Below</td>
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<tr>
<td>3 Levels Below</td>
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<tr>
<td>4 Levels Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Levels Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Levels Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>7 Levels Below</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TABLE 8
LAMC MATH PLACEMENT RESULTS FROM 2005-06 TO 2011-12
An even higher percentage of students taking the Math Placement test, approximately 91 percent, placed in lower-level math courses that are not transferable to University of California and California State Universities (Table 8). During 2011-12, a total of 4,143 LAMC students took the test at the College Assessment Center. Only 8.4 percent of LAMC students placed in transfer level math classes such as College Algebra (Math 245), Trigonometry (Math 240), Pre-Calculus (Math 260), or Calculus I (Math 265). The rest of the students taking the assessment in 2011-2012 placed below college level math as follows:

- One level below (Intermediate Algebra): 20.9 percent
- Two levels below (Elementary Algebra): 23.2 percent
- Three levels below (Pre-Algebra): 38 percent
- Four levels below (Arithmetic): 9.4 percent

The English as a Second Language, English and Mathematics assessment process helps to place students in classes where they are most likely to succeed. The enrollment management system automatically enforces valid prerequisites and co-requisites, which prevents students from enrolling in classes they are not prepared for. Additionally, courses are “swept” several weeks after the start of the semester to verify that students who enrolled before grades were submitted have passed the necessary prerequisite and/or co-requisite courses.

The College monitors its course rigor and sequencing within disciplines through discussions with faculty and department chairs and district discipline committees. The sequencing of courses is also determined through the curriculum process by identifying prerequisites and co-requisites as outlined in the Curriculum Procedures Manual (II.A-18).

### TABLE 9

**GRADE DISTRIBUTION**  
**LOS ANGELES MISSION COLLEGE COMPARED TO DISTRICT**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Grade</th>
<th>District 2005</th>
<th>Mission 2005</th>
<th>District 2011</th>
<th>Mission 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>A</td>
<td>24.7%</td>
<td>25.8%</td>
<td>27.2%</td>
<td>28.5%</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>18.4%</td>
<td>17.4%</td>
<td>19.2%</td>
<td>18.7%</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>15.6%</td>
<td>13.8%</td>
<td>14.9%</td>
<td>14.7%</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>5.9%</td>
<td>9.6%</td>
<td>7.6%</td>
<td>7.2%</td>
</tr>
<tr>
<td>% Subtotal</td>
<td></td>
<td>64.6%</td>
<td>66.7%</td>
<td>68.9%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>
As is evident from Table 9, the grade distribution of LAMC students is very similar to the District grade distribution, which demonstrates the consistent rigor of instruction at Los Angeles Mission College compared to other colleges in the District (II.A-19).

The California State University system provides student data in the CSU’s California Community College Academic Performance Reports. The reports for the most recent three years for which data are available indicate that Los Angeles Mission College students on average enter the CSU system with a slightly higher GPA than the system-wide population, have slightly lower persistence rates, and maintain a slightly lower GPA than the system-wide population (II.A-20).

The median time to completion for students earning an Associate Degree in 2011-2012 at Los Angeles Mission College was four years, which is the same for most colleges in the District (Table 10). The median time to completion for students earning a certificate (excluding those of less than 18 units) at Los Angeles Mission College in 2011-2012 was also four years, which is longer than for most colleges in the District.

<table>
<thead>
<tr>
<th>Unsuccessful</th>
<th>D</th>
<th>4.7%</th>
<th>5.4%</th>
<th>5.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>11.9%</td>
<td>11.2%</td>
<td>10.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>I</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>N</td>
<td>2.6%</td>
<td>3.7%</td>
<td>1.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>W</td>
<td>15.3%</td>
<td>13.6%</td>
<td>13.2%</td>
<td>12.1%</td>
</tr>
<tr>
<td>% Subtotal</td>
<td>35.4%</td>
<td>33.3%</td>
<td>31.1%</td>
<td>30.9%</td>
</tr>
</tbody>
</table>

In order to better serve the educational needs of its student population, LAMC makes enrollment management a priority. In fall 2011, the Strategic Enrollment Management Committee (SEM) developed guiding principles that address how classes are scheduled and eliminated (II.A-21) following matriculation and budgetary constraints. Based on these guidelines courses that are critical to the mandated mission of the College receive the highest priority for scheduling. Transfer (including General Education (GE) and degree applicable courses), CTE courses leading to program completions, and Basic Skill classes all have high priority. The department chairs, in consultation with the respective deans, utilize the Enrollment Management rubric (II.A-22) to guide decisions when creating the class schedule, especially in cases where class reductions are required. The guiding rubric categorizes the types of class reductions as Level
One, which suggests first cutting classes of multiple sections with the emphasis being on offering a balance of morning, afternoon, and evening classes. Level Two reductions are those dealing with required and/or elective courses. Level Three looks at past history of class offerings such as enrollment and/or retention. Lastly, Level Four reductions look at graduation requirements, collective bargaining issues (assuring full-time faculty loads), and preserving sufficient offerings of Math and English classes for program completion.

SELF EVALUATION

Los Angeles Mission College offers high-quality instructional programs with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Fall 2011 Student Survey included questions about the quality of instruction received at the College (II.A-23). Of the 607 students who responded, 85 percent indicated that they either strongly agreed or agreed that they were satisfied with the quality of the College's instructional programs. Additionally a 2011 Exit Survey of graduating students indicated that students were generally satisfied with the quality of instruction at LAMC (II.A-24).

<table>
<thead>
<tr>
<th>LAMC Student Exit Survey Questions</th>
<th>% Responding Excellent or Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2011 (N=85)</td>
<td></td>
</tr>
<tr>
<td>16. Overall academic program</td>
<td>89</td>
</tr>
<tr>
<td>17. Instructional courses of your major</td>
<td>84</td>
</tr>
<tr>
<td>18. Online program (if you enrolled in online courses)</td>
<td>86</td>
</tr>
</tbody>
</table>

In the fall of 2009 Title 5 changes in English and Math graduation requirements went into effect for incoming students at the College. Math graduation requirements increased from Elementary Algebra (Math 115) to Intermediate Algebra (Math 125 or 123C). English graduation requirements increased from Intermediate Reading and Composition (English 28 or ESL 8) to College Reading and Composition (English 101). Due to the high percentage of LAMC students placing in lower level English and Math courses (Tables 7 and 8), these higher graduation requirements are a significant hurdle for many degree seeking students. The College has attempted to help students meet these increased requirements through initiatives such as Achieving the Dream, a STEM grant, and the revision of math curriculum.

Since 2009 the state budget crisis has prompted significant reductions in the number of courses offered. Due to budgetary restraints, some programs have been unable to offer sufficient sections or sequencing of courses to allow all students timely completion of their required coursework. This is reflected in the 2011 Student Survey, in which 18 percent of respondents indicated there were not enough general education courses offered to allow them to take the courses they needed in a given semester. Furthermore, 22 percent of the respondents indicated that advanced courses were not offered frequently enough to allow them to complete their program without a delay. Consequently, some students must wait longer to complete their course requirements, while others elect to complete their coursework at other institutions.

Offering sufficient breadth and sequencing of courses is a complex component of the enrollment management process. Department Chairs meet monthly with the Academic Affairs leadership in Council of Instruction meetings to discuss enrollment management, reductions in sections, and
other issues. The lack of administrative staffing in Academic Affairs for a variety of reasons resulted in inconsistent leadership throughout 2012. This lack of consistent leadership along with the budget cuts, have created a challenge, particularly in the area of enrollment management. However, the Academic Affairs Schedule Development Guideline document has been instrumental in maintaining a cohesive balanced class schedule (II.A-25). Other programs have been able to expand their course offerings due to outside funding. For example, as a result of the STEM grant, the College has been able to offer more of the sequenced courses required for Math and Science majors. In fall 2012 STEM was able to fund Math 240 and Math 260 for program participants and has future plans to offer a physics sequence (Physics 37, 38, 39) and two sections of Organic Chemistry.

The median completion time for LAMC students is four years (Table 10) to attain a 60-unit associate’s degree, a certificate of achievement (more than 18 units), or to meet transfer requirements, which involve accumulation of approximately 60 units of college-level courses. The median amount of time to obtain an associate degree at LAMC is comparable to the time taken by students at other District colleges. However, the median amount of time to obtain a certificate is a year longer at LAMC than at other most other District colleges. There are several likely reasons why students need that much time to complete their degrees, certificates and/or transfer requirements. These reasons include a lack of college preparedness, placement in lower level English, math and reading classes, inability to take full-time class loads, reductions in class sections, cancellation of winter and summer sessions, and family and work obligations.

**ACTIONABLE IMPROVEMENT PLAN**

The Vice President of Academic Affairs, Dean of Institutional Research, Associate Dean Career Technical Education and Workforce Development, Educational Planning Committee, and Strategic Enrollment Committee will identify barriers to completion and develop strategies to decrease the amount of time it takes LAMC students to complete certificates of achievement.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**DESCRIPTIVE SUMMARY**

In addition to traditional classroom-based instruction and lab courses, Los Angeles Mission College offers a variety of delivery systems to meet the diverse needs of our students in terms of ability, language, interest, learning style, and academic readiness. Inter-departmental relationships exist between the Disabled Students Program and Services (DSP&S) Department and academic disciplines to coordinate services, resources and support for students with special needs (II.A-26). DSP&S offers adaptive technology and classes geared toward individuals with disabilities. On course syllabi, many faculty encourage students with special needs to identify themselves to ensure that adequate support and reasonable accommodations can be made to meet their needs.

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

LAMC’s hiring practices include hiring faculty with experience and sensitivity in teaching students of diverse backgrounds; for example, several sections of courses in Child Development are taught bilingually in Spanish and English and are identified in the Schedule of Classes. The Child Development Discipline also offers bilingual tutoring, study groups, and course-related workshops.

In 2011 the College joined the Achieving the Dream Initiative to develop strategies to increase student success. Information obtained from Achieving the Dream focus groups and data compiled from the Dean of Institutional Research and Planning resulted in initiatives in Math, English and Student Services. The Math Department has developed a program to improve retention and success rates in Elementary Algebra (Math 115). The English Department has developed a pilot program to allow students to take freshman level composition (English 101) and one level below (English 28) concurrently. Within Student Services, Counseling has updated its orientation process to reinstate face-to-face sessions.

The Library and Learning Resource Center (LRC) responds to the diverse needs of students by offering supplemental instruction in various modes: one-on-one, group tutoring, text-based work, audio cassettes, videos, computer software and workshops. The LRC recently developed and now offers students access to It Takes a College to Raise a Skill: 8 Essential Lessons, an online eight-week video program to build college success skills, supplemented by online quizzes and face-to-face workshops (II.A-27).

In the LRC's Science Success Center (II.A-28) and Academic Success Center (II.A-29), both funded through Title V HSI, students have access to in-person and online workshops (II.A-30). Online materials are delivered through various modes: videos, PowerPoints (II.A-31), academic games (II.A-32), and downloadable quizzes (II.A-33).

Course work in many disciplines is being offered online and through Instructional Television (ITV) to meet the diverse needs of students. The ITV Program offers several sections of courses in disciplines such as Economics, Health, Psychology, Child Development, Chicano Studies, Political Science, and Sociology. All Distance Education (DE) courses are standardized through district regulations and the curriculum process at LAMC. The Family and Consumer Studies Discipline offers distance education courses in nutrition, a requirement for American Culinary Federation chefs to obtain a certificate in Culinary Education.

To provide quality online education at Mission, the Distance Education (DE) Committee with assistance from EPC developed policies and guidelines to enhance the effectiveness of its online classes (II.A-34). These guidelines and policies include components such as the process of online faculty evaluations, procedures for student complaints, and restrictions on the allowable percentage of online instruction for faculty. The quality of online and hybrid classes also is ensured through a rigorous requirement of certification to teach online (II.A-35). Until 2012 all new DE courses underwent a Curriculum Committee review of the course shell as part of the approval process. Due to contractual changes, the appropriate department chair is now responsible for reviewing the course shell (II.A-36).
SELF EVALUATION

LAMC uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Faculty determine the most appropriate delivery modes and teaching methodologies based on course content, Student Learning Outcomes, student preparedness, and available resources.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Online % Successful</th>
<th>On Campus % Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>60.9%</td>
<td>65.9%</td>
</tr>
<tr>
<td>East</td>
<td>55.4%</td>
<td>72.1%</td>
</tr>
<tr>
<td>Harbor</td>
<td>59.2%</td>
<td>68.1%</td>
</tr>
<tr>
<td>Mission</td>
<td>68.0%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Pierce</td>
<td>63.3%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Southwest</td>
<td>51.1%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Trade-Tech</td>
<td>51.6%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Valley</td>
<td>62.2%</td>
<td>70.9%</td>
</tr>
<tr>
<td>West</td>
<td>58.3%</td>
<td>62.2%</td>
</tr>
<tr>
<td>District Average</td>
<td>58.2%</td>
<td>68.9%</td>
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</tbody>
</table>

The College has greatly expanded its online offerings since 2001 (Figure 1). The success and retention rates of LAMC students enrolled in online classes are very close to those of on-campus classes (Table 11. In contrast, most other campuses in the District have success rates in online courses that are lower than those of traditional courses. The relatively strong success rates of students in these classes may be attributable in part to the fact that until 2012, the DE Committee carefully reviewed the shells of all online courses to ensure quality control; the DE Coordinator also works closely with online faculty to provide technical support and troubleshooting as needed. Finally, LAMC provides peer support and tutoring for many of its online classes.

Another way Los Angeles Mission College ensures that the diverse needs of students are met is through the delivery and support systems available throughout the students’ academic experience. The Learning Resource Center offers a wide variety of workshops and tutorials to support student learning and student success. The Disabled Students Programs and Services Office (DSP&S) and Extended Opportunity Program and Services (EOP&S) provide support to students with a variety of special needs. Moreover, the addition of several new buildings in the last few years has greatly increased the number of Smart classrooms and access to instructional support technology, which further enhance modes of delivery.

With the growth of online instructional courses, the Distance Education Program has faced the challenge of finding the necessary funding for the increasing costs of the Learning Management
System (LMS). Normally, the College pays this expense from its general funds but does not include it as a line item in the yearly fiscal budget, and this creates uncertainty for the program.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The College evaluates all courses and programs regularly and systematically through Program Review, curriculum, SLO assessment, and other processes to determine their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans. The responsibility to review and assure currency of courses, certificates, and programs in accordance with Title 5 regulations and the California Education Code primarily rests with the faculty. Los Angeles Mission College has established numerous structures and systems to ensure that instructional programs and courses are of high quality, current, represent emerging fields, and meet campus-wide goals to increase basic skills, transfer and workforce opportunities. These structures and systems include:

- **Program Review Process for Academic Areas:** This process is overseen by the Educational Planning Committee and is integral to the continuous improvement of the College’s educational programs.
- **Curriculum Review Process:** Curriculum approval and review is overseen by the Curriculum Committee and the Academic Senate. The Curriculum Committee and Curriculum Dean ensure the currency of all courses in accordance with Title 5 requirements by regularly notifying department chairs of the status of their courses.
- **SLO Assessment Process:** The College has an SLO Coordinator and Assistant who provide guidance and support to faculty as they develop their SLOs and assessments. Course SLOs are assessed by faculty on a three-year cycle. An Online SLO Assessment system enables faculty to record, plan, and easily access their SLO assessments for curricular improvement, Program Review, and resource requests. The system also tracks when courses were last updated and/or archived.
- **The Educational Master Planning Process:** The College Educational Master Plan is updated every five years by the Educational Planning Committee. Part of this process involves the assessment of the College’s future needs and plans.
- **The Career Technical Education (CTE) Committee:** The CTE Committee has established a process by which CTE units annually submit proposals for resource requests. Additionally, all CTE areas have advisory committees that meet with the disciplines regularly to ensure currency and relevance of their curriculum.
Program Viability Review Process: This process outlines the procedure by which a new program is established or an existing program is modified or discontinued.

Course Outlines of Record (CORs) for all existing courses are required to be updated at least every six years. Since 2008 all CORs must include Student Learning Outcomes, assessment plans and criteria, and related ILOs. Faculty can propose and develop new courses and programs in their disciplines. Once a new credit course is approved by the local Curriculum Committee, it is posted on the District Web site for a 20-working day comment period and then forwarded to the Board of Trustees for approval. Since the decentralization of the Los Angeles Community College District in 1998, the District Curriculum Committee does not have the ability to block new courses approved at the local colleges, but it does have the ability to recommend or not recommend approval of a new program.

In February 2008, LAMC created the Educational Planning Committee (EPC), a shared-governance committee whose mandate is to guide the College’s educational planning, implementation, and assessment (II.A.-37). The EPC is co-chaired by the Vice President of Academic Affairs and a faculty member. EPC’s membership includes Academic Affairs deans, faculty representatives from Distance Education, Essential Skills, English, Math, and other areas, and classified and student representatives (II.A.-38). The committee receives monthly reports from the SLO Coordinator, Distance Education, Curriculum, and Essential Skills Committees. EPC reports to, and makes recommendations regarding educational matters to College Council and the Academic Senate on a monthly basis. Since its inception in 2008, the committee usually has met twice per month during spring and fall semesters, with meetings in winter and summer as needed (II.A-39). EPC’s specific responsibilities include (II.A.-40):

- Develop, update and oversee the implementation of the Educational Master Plan
- Oversee 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
- Oversee viability review of educational programs
- Oversee planning, implementation, and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, Distance Education
- Develop prioritization criteria for allocation of instructional resources
- Prioritize and make recommendations to the Budget and Planning Committee for the allocation of resources to the academic units
- Receive and prioritize requests for Instructional Equipment funds and forward recommendations to the Budget and Planning Committee

As stated in the Los Angeles Mission College Educational Master Plan (EMP) (II.A-46), one of the College’s major goals is “to assess and modify educational programs, disciplines and courses to validate student learning and maintain appropriate academic standards and to promote awareness of the College general education/learning outcomes and their incorporation into the curriculum.” The Program Review process provides information and data on curriculum and SLO status, currency, and future needs of disciplines and programs.

Central to EPC’s mandate is Program Review (PR), a cycle of comprehensive, data-driven review designed to ensure that all academic areas align their goals with those of the College’s Strategic Master Plan and to ensure that planning occurs to continuously improve educational...
quality, relevance, and appropriateness. (II.A.-41) EPC has overseen the Program Review process of all academic units since 2008-09.

The Program Review process is a three-year cycle of assessment and planning. Once every three years, each unit (i.e.: department, discipline, program or service area) submits an in-depth Comprehensive Review report through an online system. Program Review is designed to identify and explain the trends observed in enrollment, success and retention data for each unit, as well as to monitor the status of curriculum development and SLO assessments. To support the Program Review process, the College provides each unit with discipline-specific data for a five-year time span detailing enrollment trends (for day, evening, online, and off-site classes); student-success, retention, number of full-time and adjunct faculty, and grade-distribution data; and degree, certificate, and skill awards. Chairs, vice-chairs, and faculty members of the discipline analyze and explain the data trends. This analysis is used by the units to create programmatic objectives, which then are used to plan ongoing development and revision of courses and programs. Other sections of Program Review monitor the status of curriculum, SLO assessments, coordination with college mission and goals, and use of technology in the classroom. Resource requests are an integral part of the Program Review process and must be tied to college goals. Additionally since fall of 2012, any resource request that originates in the Online SLO System is automatically linked to the resource request section of the Program Review system.

Once the Program Review is submitted, the EPC conducts an “External Review” by assigning members, including the area dean, to thoroughly review the unit’s work and report back to the committee highlighting any areas of interest or concern. After the External Review, the department chair and other discipline representatives present an oral and written report to the EPC answering additional questions and allowing EPC and the unit to more fully explore any areas of concern (II.A.-42).

After each comprehensive review, the EPC writes a report to the unit which includes EPC’s commendations and recommendations for future actions. These recommendations and commendations are posted on the EPC Web page and can be viewed by the general public. Responses to these recommendations in turn become a key part of the next Program Review. Examples of the EPC recommendations include:

- Improving the alignment of the Business AA degrees with transfer requirements at four year universities (II.A.-43).
- Supporting the continued expansion of music and performing arts areas (II.A.-44).
- Continuing to update outdated curriculum in Computer Science Information Technology (CSIT) Course Outlines of Record (II.A.-45).

During those years in which a unit is not scheduled to complete a Comprehensive Program Review, it completes and submits an Annual Update through the online system. The Annual Update allows the EPC to monitor progress on the recommendations it issued during the comprehensive Program Review and allows units to request resources for the upcoming year and bring new concerns to the EPC’s attention as needed.

Program Review is integral to the planning process in several ways. Based on trends analyzed in Program Review, chairs and vice-chairs work with their area dean to continuously adapt course
and program offerings to changing student needs, shifting class offerings, proposing new programs and courses, and phasing out those that no longer meet student needs. Information gained via Program Review is used by EPC in the development of the Educational Master Plan. Program Review also integrates with the budget and planning process: any unit initiatives that require budgetary allocations must go through the Program Review process to qualify for consideration by the Budget and Planning or Career Technical Education (CTE) Committees.

In planning for the College DE Substantive Change Proposal in 2009, EPC requested that DE, as a program, present a Program Review to EPC and then continue the cycle of Program Review required by other academic disciplines and programs.

**SELF EVALUATION**

LAMC engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, and programs. The College has many processes and structures in place to evaluate all courses and programs regularly and systematically.

LAMC has made great strides in improving its Program Review process since 2006. The online Program Review system was developed through extensive collaboration among Academic Affairs, Student Services, EPC, Budget and Planning Committee, Curriculum Committee, SLO Coordinator, Department Chairs, and the Information Technology Office. The Program Review system is generally viewed as user friendly and is a powerful tool for planning and monitoring the status of LAMC’s educational programs. The system also has strengthened the link between planning and budgeting by incorporating and streamlining the process for submitting requests for additional funding or resources. In order to further strengthen the linkage between outcome assessment and planning, resource requests made in the SLO Assessment system are now automatically incorporated into the Program Review system. The College makes the results of Program Review assessments available to the public by posting the EPC Comprehensive Review reports online (II.A-47).

In the last two years, the Curriculum Committee has increased its meeting frequency from once a month to twice a month to expedite the curriculum approval process. Each spring an annotated catalog and spreadsheets detailing the status of all curricula are sent to department chairs and presented at the Council of Instruction. Since the hiring of a Curriculum Dean in 2009, the deans, department chairs, and discipline faculty have made a concerted effort to update all courses and to archive courses which are no longer active.

The District adopted an Electronic Curriculum Development (ECD) system in 2009. The ECD system has greatly facilitated and expedited the development and submission of new and updated Course Outlines of Record (CORs). The CORs, including SLOs and assessment plans, are available to the public through the online system. The Curriculum Committee provides training for faculty in how to use the system. Courses undergo a technical review before they are submitted for consideration to the Curriculum Committee. This technical review process is rigorous and includes the SLO Coordinator, Articulation Officer, Library Chair and members of the committee to ensure quality control and that all required criteria are met. The SLO Coordinator reviews the SLO portion of CORs to ensure that the course description, objectives, and SLOs are aligned and that assessment plans are appropriate. Initially this process was very
time consuming, but as faculty became more familiar with the assessment process, it became more manageable. An SLO Web site was developed in 2008 to support faculty, and workshops were conducted on how to write SLOs and conduct assessments.

LAMC’s Online SLO System was developed in 2009 and implemented in fall of 2010 to further support the development and assessment of SLOs. The online system has enabled faculty to more easily measure and record achievement of Student Learning Outcomes for courses, certificates, and programs. Another advantage of the online system is that assessment reports can be viewed and accessed easily, which facilitates discussion of results in faculty meetings. Information about achievement of learning outcomes is disseminated in several ways; for example, the SLO Coordinator gives monthly reports to the Academic Senate, Council of Instruction, and EPC.

In addition to the Program Review Process, Career and Technical Education (CTE) programs also strive to improve through recommendations by advisory committees and oversight by the CTE Committee which usually meets monthly. CTE funds have been used very effectively at Los Angeles Mission College for professional development of faculty, to modernize instructional equipment, and to develop curriculum. CTE provides funds for campus career/technical programs, and these funds have been used to initiate, improve, expand, and modernize programs (examples: Geographical Information Systems, Crime Scene Investigation Technology, and Multimedia). In addition, CTE programs are evaluated yearly using the Core Indicators for improvement in achievement, retention, and placement of students in the funded programs (II.A-48).

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

The Math Department at LAMC utilizes standard, department wide final lecture exams. The Math Department has required that all Elementary Algebra (Math 115) students take a common final exam. The purpose is to assure that all students have a common set of exit skills to equip them with the necessary tools for success in the next class. Instructors prepare their students by providing them with the Math Department Web site where a sample common final is posted, along with a set of 100 practice problems for the final.

Over the last year, a few pilot sections of Math 115 have been administering the multiple choice section of the common final online using the software as part of the class assignments. The final is given in class and proctored by the faculty. The department plans to continue giving the multiple choice section of the Math 115 common final using the online software.

The department collects and tabulates scores for the multiple choice questions and instructors grade the free response according to defined rubrics. These are then reported to the department, and tabulated scores are returned to the instructor. The Math Department evaluates the overall
statistics following each departmental exam to assess student learning and success according to the course Student Learning Outcomes and to plan curriculum.

The Life Sciences Department has developed a standard, departmental final laboratory exam. Introduction to Biology (Biology 3), a popular general education requirement and prerequisite for most other Life Sciences courses, uses a departmental laboratory exam which focuses on hands-on lab skills and problem solving. The exam consists of questions that address core topics and skills in the laboratory portion of the course. Students work together in groups to complete the exam which takes approximately three hours. Each instructor currently scores the exam independently. To ensure consistency, the department has developed a rubric to help faculty score the exam. One of the current SLOs for the course is also being reconsidered for revision in light of recent changes to the exam. With a more consistent scoring method, Student Learning Outcomes are assessed in a more reliable manner.

Computer Applications and Office Technologies uses common exams for its keyboarding and Microsoft Office Survey courses. Additionally, it has developed rubrics to minimize scoring bias and assessment measures to verify that the intended outcomes are being accomplished.

SELF EVALUATION

Several disciplines at LAMC use departmental course examinations. The departments have developed standardized tools to effectively measure student learning and minimize test bias. For example, all Elementary Algebra (Math 115) sections take the common final exam which is scored based on a standardized rubric. The Math Department is currently considering whether to use an additional departmental exam for Intermediate Algebra (Math 125). A few sections of Math 125 will pilot a common final exam at the end of the fall 2012 semester. The Math department faculty believe that common finals ensure that academic standards are met and that students achieve the stated learning outcomes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY

Los Angeles Mission College awards credit based on student achievement of the Student Learning Outcomes (SLOs) of each course. Course SLOs are mapped to the Program and Institutional Learning Outcomes so that once students have completed a set of classes for a degree, faculty and administrators know that they have also met the Program and Institutional Learning Outcomes. Program Learning Outcomes (PLOs) are the basis for awarding degrees and certificates at the College. All academic programs have developed several PLOs which
serve to assess whether students have achieved desired competencies in each program. Starting in fall 2012, the College Catalog lists all degree and certificate PLOs, in addition to the seven Institutional Learning Outcomes (ILOs).

The College awards associate degrees based on the successful completion of required program courses, elective units, and general education requirements. Furthermore, some degrees and certificates have additional requirements; for example, the California Department of Education and the Department of Social Services Licensing Division require that all Child Development units be completed with a grade of C or higher. The College awards certificates based on successful completion of a specified number of units of courses in an area of concentration.

Course Outlines of Record (COR) are carefully reviewed to ensure that the SLOs listed are aligned with the course objectives, the description, and reflect expected minimum competencies. The COR also identifies the unit credit awarded for lecture and laboratory courses based on the Carnegie Rule and Title 5 regulations, which define one unit of credit as 18 hours of standard lecture, or 36 hours of lab with homework, or 54 hours of lab without homework. Since 2009, all CORs are submitted through the Electronic Curriculum Development (ECD) system. CORs are reviewed and approved initially by the Department Chair, Dean, SLO Coordinator, Articulation Officer, and Librarian before the Curriculum Committee chair sends them to the Curriculum Technical Review team. Once these reviews and approvals are completed, the course is placed on the Curriculum Committee agenda and must be approved by a majority vote.

The College Curriculum Committee takes final responsibility for careful review of each COR, the identified learning outcomes, course objectives, and unit credit. Once approved by the Curriculum Committee, a list of proposed actions, e.g., new courses and programs, course updates, and archives, is submitted to the Academic Senate for final approval at the campus level. In addition, whenever courses new to the District are proposed, the District’s Office of Educational Support Services reviews the CORs and forwards them to all District campuses for review. A 20-day vetting period allows faculty on other campuses to make comments or voice concerns about proposed new courses. Any concerns or challenges stop the clock on the 20-day review, and must be presented in writing to the Chair of the District Curriculum Committee (DCC), who places the concern on the next meeting agenda for discussion. During this discussion, DCC reviews the written concerns, listens to comments from both the college proposing the course and the college challenging the course, formulates possible recommendations and forwards them to the college proposing the course. The DCC then either starts the clock on the 20-day review or extends for another 20 days, at the end of which the course is placed on the next available agenda of the Board of Trustees. If a course is not challenged during the 20-day vetting period, it is sent to the Board of Trustees for approval. After Board approval, the College submits all new courses to the California Community College Chancellor’s Office for state approval. Finally, articulation agreements and transfer agreements with baccalaureate degree granting institutions further guarantee that Los Angeles Mission College’s coursework is current and has appropriate academic rigor.

SELF EVALUATION

As a result of the comprehensive and rigorous curriculum review process, Los Angeles Mission College ensures that the award of credit for courses, certificates, and degrees is based on students achieving the expected learning outcomes. Furthermore, units of credit awarded are consistent
with generally accepted norms in higher education based on the Carnegie Rule and Title 5 regulations. Faculty, department chairs, and deans continually monitor the status of their curriculum to make that certain courses, certificates, and programs are current. SLOs are part of all proposed new courses and course updates and are stated in course syllabi, the SLO online system, and the SLO Web page. As SLOs are updated on the online system, they are also automatically updated on the SLO Web page which can be viewed by the public.

Integrity of the academic programs and Student Learning Outcomes are also monitored through the faculty evaluation and Program Review processes as discussed earlier. Ongoing faculty evaluation ensures that teaching, pedagogy, use of technology, assessment methods, and final grading criteria reflect these outcomes. Participation in the cycle of Student Learning Outcomes assessment is an important component of faculty evaluations. Ongoing assessment of student learning outcomes assures that outcomes are appropriately taught and that students meet these outcomes. In the Professional Responsibilities section of the evaluation form (II.A.-49) for all faculty, there is a component that states: “Participates in the Student Learning Outcome Assessment cycle (for classroom faculty, includes approved SLOs on class syllabi).” This ensures the evaluation process of all faculty members takes into consideration their participation in the SLO assessment cycle.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

**DESCRIPTIVE SUMMARY**

All academic and vocational degree programs offered at Los Angeles Mission College require that students complete a general education curriculum in addition to the specific major requirements for the degree. Faculty recognize the importance of a well-rounded education that provides a broad knowledge base and a foundation for lifelong learning. LAMC offers four different types of associate degrees:

1. **Plan A Majors**: Minimum of 30 GE units and 18 units in a single or related discipline
2. **Plan B Majors**: Minimum of 18 GE units and 36 units in a single or related discipline
3. **Liberal Arts Degree**: Completion of IGETC or CSU GE Breadth requirements and minimum of 18 units in one area of concentration
4. **Transfer Degree**: Completion of IGETC or CSU GE Breadth requirements and major requirements
As can be seen above, each one of these degrees has a general education component. Students who plan to transfer without obtaining a degree may also choose to complete the California State University General Education (CSU GE) requirements or the Intersegmental General Education Transfer Curriculum (IGETC).

LAMC’s General Education options are based on Title 5 requirements in the California Education Code and correspond to general education patterns of the University of California, California State University, and other four-year colleges and universities throughout California and the nation. The College Catalog details all general education patterns under “Graduation Requirements,” which are reviewed annually by the Articulation Officer. Following these guidelines, students earning an associate degree will meet general education requirements by completing a specified set of courses in the following five areas:

Area A: Natural Sciences
Area B: Social and Behavioral Sciences
Area C: Humanities
Area D: Language and Rationality
Area E: Health and Physical Education

Each of the five areas listed above offer a variety of course offerings for students to choose from to meet the general education requirement (II.A.50). Each course that is submitted to meet general education requirements must be reviewed and approved by the Curriculum Committee. This ensures college-level rigor and that the knowledge and skill levels as identified by the SLOs and ILOs are appropriate.

The campus provides counseling resources, both in person and online, to ensure that students have the opportunity to regularly review their progress in completing general education courses specific to their academic goals. In addition to completing general education requirements, students must demonstrate competence in mathematics and reading and written expression to earn a degree. For students entering prior to fall 2009, LAMC graduation requirements were as follows:

- **Mathematics:** This requirement was met by completion of a course equivalent to elementary algebra (Mathematics 113 and 114, 115, 123B), or any higher level mathematics course with a prerequisite of Mathematics 115, or its equivalent, or achievement of a score of 15 or higher on the District Mathematics Competency Examination.

- **Critical Reading and Analytical Written Expression:** This requirement was met by completion of a course one level below the equivalent of freshman English (English 28 or ESL 8) or any higher level English course.

After the Board of Governors changed the graduation requirements for students starting college after fall 2009, LAMC math and English competency requirements for graduation with an Associate Degree increased (II.A.51) as follows:

- **Mathematics:** This requirement is now met by completion of a course equivalent to intermediate algebra (Mathematics 125 or 123C), or any higher level mathematics course with a prerequisite of Mathematics 125 or its equivalent.
• **Critical Reading and Analytical Written Expression:** This requirement is now met by completion of freshman English (English 101).

**SELF EVALUATION**

The College requires that all academic and vocational degree programs have a general education component based on Title 5 requirements. The general education options are clearly stated in the College Catalog. The LAMC Curriculum Committee determines the appropriateness of each course for inclusion in the general education curriculum by examining the content, objectives, and stated learning outcomes for the course.

The Curriculum Committee has strengthened its review of new courses, current courses and new programs to focus on their transferability and appropriateness to the campus mission. Strategic Enrollment Management Plan and Educational Master Plan goals state that all required general education courses should be available to students to support transfer and degree completion. The higher LAMC graduation requirements for Math and English that went into effect in 2009 have created additional degree requirements for students. The College must meet the challenge of providing sufficient courses and services to ensure that students can complete these degree requirements in a timely manner. With limited resources, the College supports the concept that all new courses should ideally serve multiple functions. Standalone courses that do not meet general education or degree requirements are limited to no more than 12 units per discipline and are currently under campus review.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendation at this time.

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**DESCRIPTIVE SUMMARY**

The College Catalog identifies seven Institutional Learning Outcomes (ILOs) which were developed in 2004 after extensive campus wide discussions. The LAMC ILOs are closely aligned with the ACCJC standards and are Written and Oral Communication, Information Competency, Problem Solving, Quantitative Reasoning, Aesthetic Responsiveness, Ethics and Values and Global Awareness. The College recognizes that in order for students to be productive individuals, ethical human beings, effective citizens and lifelong learners, they must achieve competency in these areas. Two of the ILOs, “Ethics and Values” and “Global Awareness,” focus on what it means to be an ethical human being and effective citizen within a civic, historical, political, and social context.
A variety of curricular and co-curricular experiences help assure that students attending Los Angeles Mission College achieve these competencies. All LAMC courses have identified Student Learning Outcomes (SLOs) which are linked to the seven ILOs through the Online SLO System. Each ILO is supported by a large number of courses across a wide range of disciplines (Table 12). Faculty regularly assess how well students achieve these learning outcomes. The purpose of these assessments is to identify areas in need of improvement and to implement changes designed to improve student learning.

Los Angeles Mission College offers a wide range of courses that support life-long learning and recognition of what it means to be an ethical human being and effective citizen. The College’s educational degree plans provide students with a well-rounded education that includes the study of arts, culture, language, literature, sciences, quantitative reasoning, and world history.

In addition to LAMC students’ college coursework, extracurricular activities enrich student experiences and support general education goals. Student clubs and organizations provide a variety of cultural, community and vocational opportunities; they also foster diversity, organizational and problem solving skills, intellectual and aesthetic stimulation, communication, teamwork and citizenship. Intercollegiate sports facilitate personal and academic achievement, character development, physical development, leadership, teamwork and sportsmanship. Departmental and college career fairs offer students the opportunity to learn about continuing education, jobs and careers, and professional organizations in their field of interest. These varied experiences contribute to students’ ability to be productive individuals, ethical human beings, effective citizens, and lifelong learners.

<table>
<thead>
<tr>
<th>Institutional Learning Outcome (ILO)</th>
<th>Number of Courses</th>
<th>Examples of Courses Supporting ILO</th>
</tr>
</thead>
</table>
| 1. Written and Oral Communication   | 341              | Business 32: Business Communications  
|                                     |                  | English 101: College Reading and Composition  
|                                     |                  | History 1: Introduction to Western Civilization  
|                                     |                  | Law 17: Legal Writing  
|                                     |                  | Speech 101: Oral Communication I |
| 2. Information Competency           | 236              | Accounting 1: Introductory Accounting  
|                                     |                  | Chicano Studies 37: Chicano Literature  
|                                     |                  | Economics 1: Principles of Economics  
|                                     |                  | Physiology 1: Introduction to Human Physiology  
|                                     |                  | Theater 100: Introduction to the Theater |
| 3. Problem Solving                  | 292              | Biology 3: Introduction to Biology  
|                                     |                  | Child Development 1: Child Growth and Development  
|                                     |                  | Computer Science 407: Programming Logic  
|                                     |                  | Math 227: Statistics  
|                                     |                  | Psychology 13: Social Psychology |
| 4. Quantitative Reasoning           |                  | Accounting 15: Tax Accounting I |
| 102 | Chemistry 101: General Chemistry I  
Food Service Management 125: Foods Laboratory  
Math 125: Intermediate Algebra  
Sociology 1: Introduction to Sociology |
| 100 | Art 101: Survey of Art History I  
Cinema 4: History of Documentary Film  
Interior Design 108: Space Planning  
Multimedia 402: Animation Workshop  
Music 111: Music Appreciation |
| 135 | Administration of Justice 5: Criminal Investigation  
Child Development 22: Practicum in Child Development I  
Law 1: Business Law I  
Philosophy 20: Ethics  
Sociology 2: American Social Problems |
| 126 | Chicano Studies 19 : History of Mexico  
English 203: World Literature  
Family and Consumer Studies 3: Menu Planning  
Political Science 7: Contemporary World Affairs  
Spanish 10: Latin American Civilization |

Los Angeles Mission College is committed to many practices that support students’ development of an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. Evidence for this includes:

1. **Civic Responsibility and Participation in Shared Governance**: Students are encouraged to be active in College governance. The members of the Associated Student Organization (ASO) receive training to support student leadership. Additionally, the charters of all LAMC shared governance committees have student representatives as part of their membership.

2. **Campus Events**: The College hosts, sponsors, and participates in events to help students learn to respect diversity including differences in ethnic backgrounds, religious beliefs, gender, and opinions.

3. **Standards of Student Conduct**: The College Catalog, Schedule of Classes and College Web site identify the Standards of Student Conduct. Ethical awareness is supported by providing students with information on what is acceptable and what is not acceptable on a college campus.

4. **Academic Integrity Information**: The College Catalog, Schedule of Classes, and many course syllabi include guidelines and standards for plagiarism, cheating and other examples of unacceptable student behavior.

5. **Free Speech Area**: The College supports a free speech area, in accordance with Education Code Section 25425.5 (II.A-52) and Board Rule 91103(II.A-53), and has designated the area in the center of the main campus (Quad area) as the Free Speech Area.

6. **Service Learning and Volunteer Opportunities**: Many students are offered the opportunity to serve as volunteers through several college programs including Administration of Justice, Political Science, and Food Service Management.

7. **Community Events**: The LAMC Foundation has hosted cultural events, such as Spring Fest 2012, that highlight the diversity of the College campus and offer students, staff, and administrators a chance to learn about the important features of distinct
SELF EVALUATION

Los Angeles Mission College prepares students for lifelong learning and fosters the recognition of what it means to be an ethical human being and effective citizen. The College’s commitment to these core competencies is reflected in the LAMC’s seven Institutional Learning Outcomes (ILOs). The Curriculum Committee has promoted a greater awareness of these ILOs and ensures that when a Course Outline of Record (COR) indicates that it meets a specific ILO, it contains objectives, content, and activities that support the ILO.

The College is making concerted efforts to increase student awareness of LAMC’s ILOs. In addition to being listed in the College Catalog and on the Web site, ILOs are now posted in all classrooms and in the Learning Resource Center (LRC). Furthermore, the LRC has an ILO link on its homepage with materials such as videos and workshops that support each ILO. Starting in spring 2013 all students making purchases at the LAMC’s student store will receive colorful laminated bookmarks with the College ILOs on one side and the Mission Statement on the other side. Furthermore, during Council of Instruction meetings, department chairs are asked to encourage their faculty to discuss with their students how course SLOs support the College ILOs.

Initial attempts to assess student achievement of LAMC’s ILOs were based on online student surveys conducted in fall of 2011 and spring of 2012 (see Tables 3 and 4). In the fall of 2012 seven teams were formed to further assess student achievement of LAMC’s ILOs. To do this, 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. A group representing the classes assessing the ILO will meet at the end of the fall 2012 semester to discuss the results, what has been learned from the assessments, and recommend improvements. Each ILO team will develop a report which will be presented to the Educational Planning Committee.

ACTIONABLE IMPROVEMENT PLAN

No recommendation at this time.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

The State Chancellor’s Office recognizes over 50 instructional programs offered at Los Angeles Mission College that lead to an associate degree (see Table 5) (II.A-54). By completing the graduation requirements listed in the College Catalog, students may earn an associate in arts (AA) or associate in science (AS) degree. To earn most associate degrees, students must complete Plan A or Plan B graduation requirements and the specific list of courses for the major as noted in the College Catalog. Plan A requires 18 units in a designated major, and Plan B requires 36 units in a designated major. Since Los Angeles Mission College is part of a multi-
In the Catalog, many disciplines lay out a recommended sequence of courses for the major coursework, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. Often the first course listed is a beginning or introductory course such as Introduction to Computers for a Computer Science degree. Most programs such as English and math recommend sequential courses, thereby progressively increasing levels of skill and knowledge. The College publicizes degree requirements by maintaining an online catalog which is updated to reflect curriculum changes as needed. In addition, many Career Technical Education disciplines publish brochures containing course-of-study information for specific interests (II.A-56).

**SELF EVALUATION**

Faculty review of degrees and certificates occurs on an ongoing basis. The goal of the review process is to ensure that LAMC’s degrees are closely aligned with four-year university interdisciplinary approaches to provide a broader opportunity for transfer and major preparation. A few degrees have been revised to ensure a focused area of inquiry or an established interdisciplinary core (II.A-57). In fall 2008, the College phased out its Interdisciplinary Studies and Liberal Arts degrees because they lacked well-defined and focused areas of inquiry. These degrees were replaced with the General Studies and Liberal Arts degrees; each includes areas of emphasis in a given area of study. The Curriculum Committee and Academic Deans monitor revision and creation of degrees and certificates to ensure current, relevant programs which will meet the needs of transfer-bound and Career Technical Education students.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College offers Career Technical Education (CTE) programs leading to 29 Associate Degrees, 19 Certificates of Achievement (18 or more units) and 21 Skill Certificates (less than 18 units). The California Community College Chancellor’s Office has identified core indicators for all CTE programs to determine eligibility for Carl D. Perkins VTEA funding. These core indicators are technical skill attainment; credential, certificate or degree completion; student transfer; placement; and training leading to non-traditional employment.

LAMC CTE programs use several strategies for determining technical and professional competencies required for employment and industry standards. LAMC hired an associate dean in 2009 to oversee its CTE programs. All CTE disciplines have advisory committees which meet on an annual basis. LAMC has a CTE Committee with representation from all CTE areas.
offered at the College. The CTE Committee usually meets on a monthly basis to discuss program status, needs, concerns, and alignment with industry standards. All CTE disciplines also typically meet at least once a year with their district discipline committees. In addition, the College hosts career fairs to bring community programs, agencies, and professional organizations to share employment opportunities, information, and industry needs with Los Angeles Mission College students (II.A-58). CTE faculty pursue professional development opportunities in their fields to determine current trends, professional requirements, industry standards, updates in legislation, and employment statistics and opportunities (II.A-59).

Career Technical Education programs such as Child Development are involved in local and state organizations to align course offerings, certificate requirements, and degree programs with state legislation (e.g.: SB 1440) and to further develop articulation agreements with four-year institutions (II.A-60). Food Service Management faculty are involved with industry organizations to track changes in business practices as well as competencies required for employment. Food Service Management offers courses based on national certification competencies required for professional certification of chefs and culinary educators; for example, upon completion of Sanitation and Safety, Food Service Management 50, students are eligible to complete the national exam to become ServSafe certified (II.A-61).

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

In 2011-2012 a pilot group of fourteen colleges in collaboration with the Research and Planning Group for California Community Colleges and the State Chancellor’s Office piloted a statewide CTE Employment Outcomes Survey in an effort to gather employment data on students who completed a degree/certificate or left the College. Employment is one of the performance indicators for Perkins funding. In 2012-2013 Los Angeles Mission College will be one of the 45 colleges participating in the survey. The survey will gather information on employment outcomes for students participating in CTE programs, including whether students became employed within their field of study, if their community college coursework positively affected their earning potential and how CTE programs can be improved (II.A-62).

In 2011 the Administration of Justice department offered mock interview workshops conducted by industry professionals to help prepare students for job interviews (II.A-63). The following year the department developed a guest speaker series to introduce students to various occupations in the field. For the past three years the Multimedia program has offered hands-on workshops by industry professionals to introduce new technologies in the field of video, web design, production, and animation as well as tours and work-based projects at studios and production sites (II.A-64).

**SELF EVALUATION**
All Career Technical Education programs complete comprehensive Program Review and an annual unit assessment which include a review and update of their program goals to ensure course effectiveness for students and currency of their programs (II.A-65). Program improvement strategies are developed as a result of these assessments. This process has been responsible for several enhancements in programs; for instance, the Child Development Department developed a Resource Center which provides peer mentoring, student led workshops, a lending library and laptops to assist students in their research projects. The department also expanded their bilingual course offerings and hired a bilingual full-time faculty member to meet the needs of limited English speaking students. In addition, as a result of their advisory committee recommendations, student demand, the SLO assessment process and program review, the Computer Applications and Office Technologies (CAOT) discipline developed high demand courses in QuickBooks, E-Commerce, Social Media in Business, School-to-Work Portfolio, Introduction to Medical Billing and Coding, Medical Office Procedures, and Medical Transcription. The latter courses will form the foundation for a certificate in Administrative Medical Office Assistant. To augment its program and increase the relevance of its offerings, the Business Discipline has added courses in Green Marketing, Global Business, and Sustainable Business Practices with the goal of developing a certificate in this area. The Paralegal program also is currently developing several new classes to enhance its Paralegal Certificate Program with special concentrations on Environmental Law, Special Needs Law and Health Law.

In addition to Program Review and annual unit assessments, Board Rule 6802 (II.A-66) states that all college vocational or occupational training programs shall be subject to a biennial review to determine whether the following criteria or conditions are met. The program:

- Meets the documented labor market demand
- Does not represent an unnecessary duplication of other programs in the area
- Is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

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

**ACTIONABLE IMPROVEMENT PLAN**

The Career Technical Education and Program Review Oversight Committees and CTE Dean will integrate the CTE Program Review with the current campus Program Review process to be in full compliance with CTE regulations and LACCD Board Rule 6802.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies.** The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.
DESCRIPTIVE SUMMARY

Los Angeles Mission College assures that information about its educational courses, programs, and transfer policies are publicized in its literature in an accurate and clear form. The College courses, degrees, programs, and transfer requirements are described in the College Catalog (II.A-15) and on the College Web site. Program brochures developed by individual departments (II.A-56) may include course, program and career information, while transfer and course information is briefly described in the Schedule of Classes (II.A-67). Transfer policies and procedures are further clarified by counselors in the Transfer Center, the Counseling Department, Disabled Students Programs and Services (DSPS), Extended Opportunity Program & Services (EOP&S), and various specially funded programs (SFPs), e.g., TRIO and STEM.

The Program Learning Outcomes for each type of degree and/or certificate are described in the 2012-2013 College Catalog. The program descriptions in the Catalog outline the required courses to earn a degree or certificate. The description of each course includes course prerequisites, corequisites, advisories, number of units, and transfer specific information. The Catalog is updated, published and posted online annually. The Schedule of Classes is produced for each term (fall, spring, winter and summer) and is available on campus and posted on the College Web site.

At the beginning of each academic term, instructors must provide a course syllabus which includes the Student Learning Outcomes (SLOs). Until recently department secretaries kept hard copies of all syllabi on file. Some departments still maintain hard copies, while others rely solely on electronic files. Students can easily view class syllabi by visiting the Schedule of Classes Online (SOCO) on the College Web site (II.A-68). Students can also access course syllabi on instructor Web pages through the online College directory.

Until budgetary constraints forced its discontinuation in 2012-2013, a student handbook (II.A-69) was published annually and widely distributed. This student handbook included information on financial aid, scholarships, matriculation, assessment and orientation, counseling services, student support services, the Transfer Center, the Student Code of Conduct, types of disciplinary action, academic planners, department phone numbers, and maps.

SELF EVALUATION

Los Angeles Mission College continues to provide its students with a revised and up-to-date College Catalog which is published and posted online annually in August. Overseeing the information in the College Catalog has been the responsibility of the deans of Academic Affairs with the assistance of the Articulation Officer, Curriculum Committee Chair, Academic Senate President, department chairs, program directors, managers and administrators. In fall 2012 publication of the 2012-2013 Catalog was delayed several weeks due to the loss of two key academic administrators.

The Schedule of Classes is published prior to each semester to provide students with the information needed to register for classes. The College prints, distributes, and posts the Schedule on the school Web site. To further assist students through the matriculation process, in 2007 the Schedule of Classes Online (SOCO), a searchable online schedule, was added to improve the accuracy and timeliness of course information.

In 2007 the Information Technology (IT) Department created a Faculty Portal, which allows
faculty to upload and post syllabi on individual faculty Web pages. The 2012 Student Survey shows that over 90 percent of students agreed or strongly agreed with the following statements:

<table>
<thead>
<tr>
<th>Spring 2012 LAMC Student Survey Questions</th>
<th>% Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>78e. College publications reflect the college's policies and procedures</td>
<td>90</td>
</tr>
<tr>
<td>78f. Syllabi that describe the course expectations and grading procedures are distributed</td>
<td>93</td>
</tr>
<tr>
<td>78g. Course syllabi are followed</td>
<td>90</td>
</tr>
<tr>
<td>78h. Student learning outcomes for my classes are presented or listed on course syllabi</td>
<td>93</td>
</tr>
</tbody>
</table>

Data obtained recently from the District Office of Institutional Effectiveness shows that 20 percent of first-time students entering LAMC in the fall of 2005 were able to transfer (II.A-70) to a four-year institution within six years from entry (by fall 2011), compared to 25 percent of students district wide. This indicates that LAMC students were about 20 percent less likely to transfer than students at other schools in the District during this time period. One reason for this might be the fact that the LAMC Transfer/Career Center was intermittently staffed from 2008 to 2012. In fall of 2012, the College hired a permanent Transfer/Career Center Counselor to improve services to students seeking to transfer to another institution.

Furthermore, LAMC’s transfer rate dropped 30.5 percent from 2008-2009 to 2009-2010 (II.A-71). One of the major reasons for this decline might be the inability of students to complete their educational goals in a timely manner due to the reduction of sections as a result of budgetary challenges. In the last few years, a decrease in the transfer rate has been observed throughout the state; this is likely to be directly related to section cuts. For example, since 2009, Los Angeles Mission College has completely eliminated a five-week winter session of 66 classes. In 2011 the College offered only a few essential math and English courses during the summer and in 2012 cancelled its summer session entirely. These reductions were in addition to another 282 class sections cut in 2010-2011 (II.A-72).

**ACTIONABLE IMPROVEMENT PLAN**

The Transfer Center Counselor Coordinator will collaborate with the Counseling Department and Dean of Student Services to develop an operational plan to increase awareness and utilization of the Transfer & Career Center.

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College’s policies about accepting courses from other institutions are stated
clearly in the College Catalog (II.A-15). Transcripts of course work completed at other institutions are evaluated by counselors to meet course prerequisites, general education requirements, verify comparable learning outcomes or to grant academic credit for courses equivalent in content to LAMC courses. Designated evaluators in the Office of Admissions and Records validate all courses for transfer certification and/or graduation.

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

In addition, LAMC has Transfer Admission Guarantee (TAG) agreements with the following colleges/universities: (II.A-73)

- University of California, Davis
- University of California, Los Angeles (Transfer Alliance Program (TAP))
- University of California, Santa Barbara (where identified by major via ASSIST)
- University of California, Santa Clara (Guaranteed Admission for Transfer Entry (GATE))
- University of California, Irvine (Preliminary Admissions In-The-Field (PAIF))

The College’s Articulation Officer, working closely with discipline faculty, initiates articulation proposals with four-year colleges/universities, monitors and mediates agreement development and maintenance with articulating institutions, and disseminates information on current articulation agreements, as well as updates and revisions, to departments, discipline faculty and counselors. Transfer policies are published in the College Catalog. Articulation information and processes can be found on the College’s Web site under Faculty Curriculum/Articulation as well as Student Counseling Articulation.

In spring of 2009 a Student Support Services Task Force was formed to establish a Discipline Advisors Program. This Task Force was a collaboration between Student Services and Academic Affairs to further assist students with information about career or transfer, specific to the major or discipline. The program was developed for faculty to better understand the role of the counselor and partner with the Counseling Department to ensure that students are receiving accurate information from relevant sources. A handbook was created detailing the objectives, practices and policies of the program and was used to conduct a training session in spring 2010 for a small pilot group of faculty (II.A.-74).

SELF EVALUATION

Los Angeles Mission College did not have a full-time Transfer Counselor or Articulation Officer on a consistent basis from 2006 to 2012. During this period, the Center was intermittently staffed and the College provided limited transfer services. Students complained about lack of access to the Transfer Center and transfer information. The Counseling Department and EOP&S
worked throughout these times to support transfer needs and the transfer requirements of the Cooperative Title V (Teacher Preparation) grant. In fall 2012 a full-time Transfer Center Counselor was hired to provide transfer services for LAMC students. In addition, the Transfer Center has had limited support staff. Since 2006 support staff in the Transfer Center has been temporary or shared with other departments or grants.

One way the College tried to address the lack of a dedicated Transfer Center Counselor was to establish the Discipline Advisors Program (DAP) which created guidelines for faculty advising (II.A.-75). A small group of faculty participated in a pilot training session as a focus group to give feedback and discuss the objectives of the program.

The articulation function of the College also has been understaffed. A full-time counselor has been reassigned 50 percent of her time to handle the responsibilities of articulation for the entire College. In order to maintain and update articulation agreements and keep up with legislative requirements, increased funding for a full-time articulation officer would better serve the needs of LAMC students.

**ACTIONABLE IMPROVEMENT PLAN**

The Program Viability Committee will review the viability of the PACE program by June 30, 2013 and will issue a report with recommendations to the Academic Senate.

The Educational Planning Committee will review the Program Viability process during the academic year 2012-2013 and make recommendations for improvement to the Academic Senate.

**II.A.6.b. 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.**

**DESCRIPTIVE SUMMARY**

If and when a program is eliminated or significantly changed, LAMC makes every effort to place students in comparable courses or programs and assist students in revising their educational goals as necessary. Pursuant to Board Rule 6803.10 (II.A.-76), California Education Code Section 78016, and Title 5 Sections 51022 and 55130, viability review is required prior to program discontinuance and must consider the impact on students and student success if the program is discontinued. LAMC developed and approved its Program Viability Review process to assure that the academic needs of students are considered when programs are eliminated or changed significantly. One of four outcomes of the Viability Review process may be program discontinuance (termination) of an existing program, discipline, or department. 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 recommendations’ impact on the College’s overall educational program and budget, as well as its impact on all students, faculty, and staff involved (II.A.-77).

Students are provided information regarding program or course changes through the College Catalog, counseling sessions, faculty advisement and academic discipline information on the College Web site. Counselors formally advise students on alternate coursework and the petition
process in order to complete their educational goals. LAMC makes every effort to maintain programs without disruption and works with each student to enable him or her to complete programs that were in effect when the student was first enrolled. This includes a review of the program and modifications to the student educational plan when necessary. The Student Educational Plan (SEP) is developed by mutual agreement with the guidance of a counselor and signed by both parties. Students have catalog rights according to the year they first attended the College as long as they are continuously enrolled. In addition, the Curriculum Committee keeps the campus abreast of any course or program changes through its Web site and reporting at the Academic Senate, Council of Instruction, and EPC.

SELF EVALUATION

Currently there are two LAMC programs that need to be reviewed for program viability: Engineering and the Program for Accelerated College Education (PACE). Engineering began to phase out in 2007. Although listed in the 2012-13 Catalog, the Engineering discipline has been mostly inactive since 2007 and without a clear pathway for the major. The discipline had one full-time faculty member who retired in 2007; however, since his retirement, this position has not been filled and a formal Viability Review of the program has not been performed. At present there is no Engineering or Pre-Engineering degree offered at LAMC.

The PACE program is an accelerated interdisciplinary program designed for working adults. In June 2012 the Vice President of Academic Affairs recommended the suspension of the PACE Program as a cost-saving measure and the President accepted the proposal. The former Program Director and staff have been working with PACE students to find ways to place them in similar programs or courses. To accommodate the immediate needs of PACE students, three courses were offered in fall 2012, but there are no additional courses scheduled for spring 2013. A Viability Review of the PACE program was initiated by the College President in fall 2012.

Once the Viability Review of the two programs is completed, the recommendations will be forwarded to the Academic Senate for approval and to the Educational Planning Committee and Office of Academic Affairs for review. The Senate’s recommendation will then be taken to the College President and discussed in consultation with the Academic Senate President and the AFT Chapter President (II.A.-78). 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 (II.A.-76).

Since the Viability Review process has never been formally used, the Educational Planning Committee (EPC) has sought to clarify the procedure. EPC has put together an ad hoc task force consisting of an administrator and several faculty members to discuss the procedure. However, progress of the ad hoc task force has been hindered since the departure of the Academic Affairs Vice President in June of 2012 and the Academic Affairs Curriculum Dean in July of 2012.

ACTIONABLE IMPROVEMENT PLAN

The College will review the viability of the PACE program by June 30, 2013 and will issue a report with recommendations to the Educational Planning Committee, Office of Academic Affairs, Academic Senate, and College President.
The Educational Planning Committee will review the Program Viability process during the academic year 2012-2013 and make recommendations for improvement to the Academic Senate.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Los Angeles Mission College strives to present an accurate and consistent representation to its personnel, prospective and current students, and the public through numerous publications, written and electronic. Its programs, policies, and services are presented in the College Catalog, class schedules, handbooks for faculty, staff and students, various procedural manuals, flyers, brochures, information bulletins and the College Web site.

Dissemination and currency of information is a continual concern to Los Angeles Mission College. Information regarding courses and programs, registration, academic honesty, policies and procedures is presented in the College Catalog and is reviewed and updated annually. This information is also available on the College’s Web site, which is maintained by the Information Technology (IT) Manager. It is the responsibility of faculty and staff to provide the IT Manager with updated information so that changes can be made on the Web site. Some disciplines or departments, e.g. Administration of Justice, Law, Life Sciences have assigned or designated a staff member from their department to keep their Web page current. Faculty also have the ability to create and update individual Web pages that are linked to the online college directory.

The Schedule of Classes provides information which assists students in understanding course offerings, including short-term classes, online classes, and other nontraditional programs. The Academic Affairs Dean collaborates with department chairs, discipline faculty, counselors and Student Services staff to review the class schedule information. Changes or corrections are submitted to the Academic Affairs dean for final approval prior to publication.

The College Catalog provides general information about the College and detailed information on all disciplines, educational programs, and courses. In 2010 the Office of Academic Affairs established a catalog working group consisting of the Curriculum Dean, Curriculum Chair, Articulation Officer, and the Academic Scheduling Specialist. This group is tasked with reviewing all catalog changes and to verify that catalog information is accurate, up-to-date, clear, and inclusive; for example, this group verifies that all curricular approved changes are included in the next catalog, such as new courses, program changes, course description/prerequisite changes, and course archivals. Student fees and other policies related to students’ financial obligation are checked for accuracy before appearing in the Catalog and Schedule of Classes.

SELF EVALUATION

Since the last accreditation cycle, significant progress has been made to improve catalog and schedule accuracy. A Curriculum Dean was hired in 2009 to work with the Curriculum Chair, the Articulation Officer, and the Academic Scheduling Specialist to review catalog accuracy by aligning all prerequisites, descriptions, and other information with current Course Outlines of
Record. The Curriculum Dean regularly communicates the status of courses and programs to all departments.

In 2009-2010, the Curriculum Dean streamlined and centralized the review production of the Schedule of Classes and Catalog by producing production assignments and timetables for different sections of the documents. The Catalog Committee produced an annotated version of the Catalog to ensure that additions, deletions, and changes are accurately reflected. The annotated catalog documents the status of curriculum changes, including date of last approval, and other curriculum work to be accomplished in the upcoming year. Any changes are sent for review to the Vice President of Academic Affairs, the Senate President and all department chairs. The Academic Scheduling Specialist ensures that all documented changes in the annotated catalog are reflected in the Schedule of Classes. Additionally, each publication of the Schedule of Classes is reviewed by the area deans and the Curriculum Dean. These new procedures were put in place to ensure greater accuracy and that only formally approved curriculum changes were included in the annual production of the Catalog and Schedule of Classes. Additionally, information regarding non-credit programs, student services and academic support was greatly enhanced.

While LAMC attempts to ensure that all information published is accurate and current, there are limitations which can lead to some information not being updated. Because of the large number of college publications, it occasionally is the case that a change is posted in some publications and not in others.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendation at this time.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

**DESCRIPTIVE SUMMARY**

The Los Angeles Community College District Board of Trustees has a formal policy on academic freedom (II.A-79). The Board of Trustees established expectations of student conduct, and consequences for failure to comply, in Board Rules 9803-9806 (II.A-80). These policies are made public via the district Web site and are published in the Los Angeles Mission College Catalog and Schedule of Classes (II.A-81). Both the Catalog and Schedule contain Standards of Student Conduct and Disciplinary Action as defined by the Board Rules, which include expectations of academic honesty and detail the consequences for dishonesty. Board Rule
9803.12 (II.A-82) discusses dishonesty “such as cheating, or knowingly furnishing false information to the Colleges,” and clearly states the possible sanctions for violations. Many instructors also include statements regarding expectations of student honesty in their course syllabi (II.A-83).

Article 4 of the Agreement between the Los Angeles Community College District and the American Federation of Teachers (AFT) College Guild states that “The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students” (II.A-84). Additionally, the College Academic Senate adopted the Faculty Ethics Statement in 1998 (II.A-85) which contains principles of academic freedom and responsibility regarding such issues as copyright laws, conflict of interest in publishing for profit, and respect for student rights. It states that a “conviction of the worth and dignity of the advancement of knowledge” and the “responsibility to seek and to state the truth as they see it” guides community college faculty members. “Faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. ‘Subsidiary’ interests must never seriously hamper or compromise freedom of inquiry.” It also states that faculty members “foster the free pursuit of learning in students” and “demonstrate respect for the student as an individual.” The statement asserts that “faculty members have obligations that derive from common membership in the community of scholars, including respecting and defending the free inquiry of associates and showing due respect for the opinions of others. They aspire to improve their effectiveness as teachers and scholars. They have the rights and obligations of all citizens, including the obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” Finally, respecting students as individuals is an “ethical imperative” regardless of cultural background, ethnicity, race, gender, religious belief, political ideology, disability, sexual preference, age, or socioeconomic status.

SELF EVALUATION

The Board of Trustees policy on academic freedom is specific and readily available to the public in print and on the District Web site (II.A-86). Information on Student Standards and Due Process Rights and Guidelines for Student Complaints and Grievances have been recently updated and are now accessible on the LAMC Web site and in hardcopy via the Student Services Office.

The last faculty survey, completed in 2011 (II.A-87), indicates that nearly 65 percent of the faculty believe they have a clear understanding of college policies relating to academic freedom. The Student Survey conducted in 2012 shows that over 88% of students surveyed agree or strongly agree that instructors “distinguish between personal conviction and professionally accepted views in class”; over 90% agree or strongly agree that “instructors present data fairly and objectively.” Finally, over 90% of students agree or strongly agree that “The policies and penalties for cheating are provided and are followed.”

ACTIONABLE IMPROVEMENT PLAN

No recommendation at this time.

II.A.7.c. 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 or student handbooks.

Los Angeles Mission College adopted a Code of Conduct statement in response to one of the 2007 ACCJC recommendations to the College. The statement was drafted at a campus-wide accreditation retreat, presented to the Academic Senate and College Council, revised by a task force, and approved with slight changes by the Academic Senate on December 6, 2007. The College Code of Conduct is posted on the College Council and Academic Senate Web sites. All shared governance committee charters stipulate that members must abide by the College Code of Conduct which states:

Those acting on behalf of the College have a responsibility to conduct themselves in a manner that will maintain civility, strengthen the public’s trust and confidence in the integrity of the institution, and take no actions incompatible with their obligations to the College. Those representing or acting on behalf of the College should promote:

• Commitment to student success and student learning;
• Integrity by maintaining an ongoing dedication to honesty and responsibility;
• Trustworthiness by acting in a reliable and dependable manner;
• Fairness by treating others with impartiality;
• Respect by treating others with civility;
• Stewardship by exercising custodial responsibility for College property and resources;
• Compliance by following State and Federal laws and regulations and College policies related to their duties and responsibilities;
• Confidentiality by protecting the integrity and security of College information such as student records, employee files, and contract negotiation documents;
• Conflict resolution; and
• A climate of tolerance and trust conducive to the pursuit of College goals.

The College also subscribes to an employee Code of Conduct approved by the Board of Trustees as an umbrella code applying to all employees who are not covered by some other code of conduct (II.A-88) and it is posted on the District Web site. The faculty’s current code of ethics, published on the College’s Web site, was adopted by the Academic Senate in 1999 (II.A-85).

Los Angeles Mission College is a non-sectarian institution and as a public community college, Los Angeles Mission College does not seek to instill specific beliefs or worldviews.

Evaluation
The College Code of Conduct and the Faculty Ethics Statement establish clear guidelines of behavior for faculty, staff, and administrators. This is reflected in the Fall 2011 Faculty and Staff Survey, in which 65 percent of respondents agreed or strongly agreed that Los Angeles Mission College provides high ethical standards for faculty, staff, and students.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

As a California Community College, Los Angeles Mission College does not require conformity to a specific code of conduct or beliefs. Los Angeles Mission College is a non-sectarian
institution. As a public community college, Los Angeles Mission College does not seek to instill specific beliefs or worldviews.
EVIDENCE

IIA-1 Los Angeles Community College District Board of Trustees Minutes October 17, 2012.
IIA-2 Los Angeles Mission College Assessment Retreat Agenda, February of 2012
IIA-3 Fall 2011 Student ILO Survey
IIA-3a Los Angeles Mission College Assessment Retreat Minutes, February of 2012
IIA-4 Los Angeles Mission College Curriculum Committee Questionnaire for New Academic Programs
II.A-4a Criteria for the Development of Student Learning Outcomes
IIA-5 Agenda for Los Angeles Mission College First Year Faculty Academy
II.A-5a http://planning.laccdssi.org/documents/
IIA-6 Regional Center of Excellence Report
II.A-10 Los Angeles Mission College Website http://lamission.edu/online
II.A-12 AFT Contract p. 193
II.A-13 Table for each required criterion of the WASC SLO Proficiency Rubric
II.A-14a Fall 2011 LAMC Student Institutional Learning Outcome (ILO) Survey
II.A-14b Spring 2012 LAMC Student Survey
II.A-15 Los Angeles Mission College 2012-13 Catalog
II.A-16 ASSIST compilation of data
II.A-17 Course Sections and Student Enrollment at Los Angeles Mission College
II.A-18 Curriculum Program Manual
II.A-19 Grade Distribution Data of Los Angeles Mission College compared to District
II.A-21 SEM Schedule Development Guideline
II.A-22 Enrollment Management rubric
II.A-23 Fall 2011 Student ILO Survey
II.A-24 Spring 2011 Exit Survey of graduating students
II.A-25 Schedule Development Guideline document
II.A-26 Disabled Students Program and Services (DSP&S) Department
II.A-27 http://www.lamission.edu/learningcenter/ITAC.aspx
II.A-28 http://www.lamission.edu/learningcenter/ITAC.aspx
II.A-29 http://www.lamission.edu/learningcenter/asc.aspx
II.A-30 http://elearning.lamission.edu/?cat=8)
II.A-31 http://elearning.lamission.edu/?cat=6
II.A-33 http://www.lamission.edu/learningcenter/docs/ART101noteskills.ppt
http://www.lamission.edu/learningcenter/docs/audioDC1-Unit1-G1-p6.xls
II.A-34 DE Committee minutes
II.A-35 DE Committee minutes p. 53 Sub Change Proposal and Curriculum proposal.
II.A-37 http://www.lamission.edu/eduplanning
II.A.-38 EPC Membership
http://www.lamission.edu/eduplanning/members.aspx
II.A.-40 EPC Charter
II.A.-41 Program Review documents:
http://www.lamission.edu/eduplanning/programreview.aspx
II.A.-42
II.A.-44 http://www.lamission.edu/eduplanning/ProgRev/EPC%20PR%20Response%202008-9%20ArtHealthPE.pdf
II.A.-46 Los Angeles Mission College 2010-15 Educational Master Plan
II.A-47 EPC Web site
II.A-48 CTE programs are evaluated yearly using the Core Indicators for improvement in achievement, retention, and placement of students in the funded programs
II.A.-49 Faculty evaluation form Professional Responsibilities section
II.A-50 LAMC Associate Degree Plan A/B form
II.A-51 LAMC competency requirements for graduation with an Associate Degree changed BR
II.A-52 Education Code Section 25425.5
II.A-53 Board Rule 91103
II.A-54 http://curriculum.cccco.edu
II.A-55 Board of Trustees in Chapter VI, Article II of the Board Rules
http://www.lacccd.edu/board_rules/documents/Ch.VI-ArticleII.pdf]
II.A-56 Career Technical Education discipline brochures
II.A-58 Los Angeles Mission College Career Fair Brochures
II.A-59 CTE professional development opportunities
II.A-60 Career Technical Education articulation agreements
II.A-61 ServSafe certification LAMC data
II.A-62 CTE survey 2012-2013 Los Angeles Mission College
II.A-63 Administration of Justice discipline mock interview workshops
II.A-64 Multimedia program workshops
II.A-65 Career Technical Education programs comprehensive Program Review and annual unit assessment
II.A-66 Board Rule 6802
II.A-67 Schedule of Classes fall 2012
II.A-68 Schedule of Classes Online (SOCO)
II.A-69 LAMC Student Handbook 2011-2012
II.A-70 Los Angeles Mission College Transfer Data
II.A-71 CA Postsecondary Education Commission
II.A-72 Los Angeles Mission College Course Section Reductions Academic Affairs
II.A-73 Los Angeles Mission College Transfer Admission Guarantee (TAG) agreements
II.A-74 Advisory Handbook, training agenda
II.A-75 Discipline Advisors Program (DAP)
II.A-76 Board Rule 6803.10
II.A-77 Los Angeles Mission College Program Viability Review Process
II.A-78: Article 17, §A.2 AFT Faculty Guild Collective Bargaining Agreement
II.A-79 Los Angeles Community College District Board of Trustees policy on academic freedom.
II.A-80 Board Rules 9803-9806(http://www.laccd.edu/board_rules/documents/Ch.IX-
ArticleVIII.pdf)
II.A-81: Spring 2012 Class Schedule, p 53
II.A-82 Board Rule 9803.12
II.A-83 Life Sciences and Social Science Department’s statements on syllabi
II.A-84 AFT 2011-14 Contract, Article 4, p. 3
II.A-85 Faculty Ethics Statement in 1998 (http://lamission.edu/senate/ethics.aspx)
II.A-86 Board of Trustees policy on Academic Freedom
II.A-87 Los Angeles Mission College 2011 Faculty survey
II.A-88 LACCD Board Rule 1204 Code of Conduct Chapter 1, Article II. 1204.13
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Student Services strives to promote student success by upholding the principles of the Mission Statement. Student Services encourages students to become critical thinkers and lifelong learners by assisting students in evaluating their educational goals through the development of an educational plan as well as by offering resources that encourage lifelong learning (II.B-1).

Student Services is comprised of the Vice President of Student Services, Dean of Student Services, Counseling Department Chair, counseling faculty, program directors, coordinators/supervisors and staff (II.B-2). Staff meetings are held regularly to discuss student services’ issues and engage in training and staff development activities (II.B-3).

Los Angeles Mission College continues to provide comprehensive support services to address student needs associated with matriculation, including admission, registration, assessment, orientation, counseling, and follow-up. The College provides a range of support services to assist students to achieve their goals of earning a degree, a certificate, transferring to a four-year college/university, enhancing career skills, or improving basic skills. Effectiveness in meeting these needs is evaluated through the use of student surveys, evaluation forms, Program Review, Personal Development courses, Student Learning Outcomes (SLOs), and Service Area Outcomes (SAOs) http://www.lamission.edu/sssc/ (II.B-4).

The matriculation process focuses on a student success perspective which begins with the application for admission followed by assessment in basic skills (English, ESL, Developmental Communications and Math). The students are then directed to orientation and counseling sessions. During individual or group orientations, students may receive information about the following:

- Overview of the College Catalog and Schedule of Classes
• Interpretation of assessment placement
• Enrollment information
• Selecting/planning for a career
• Academic advising (including skill certificate, certificate of achievement, associate degrees, transfer associate degrees and transfer preparation)
• Establishing a student educational plan
• Referrals as necessary (including the Transfer Center, Honors program, Veterans/International Students program, EOPS, DSPS, ASO, specially funded programs and services, Library & LRC, tutoring, child care center, athletics, financial aid)
• Student Portal information (including payments, transcripts, add/drop a course, etc.)

Orientations are available in person or online. In-person orientations are offered weekly during registration periods and regularly throughout the semester. Students are encouraged to follow up with Counseling on a regular basis and may be referred to additional services based on identified needs determined through counseling sessions. For example, students planning to transfer to a California State University, University of California, out-of-state, private college or university may be referred to the Transfer Center to participate in transfer-related events and supplemental services.

The following programs provide services to students and report to the Office of Student Services:

**Admissions and Records** provides guidance and assistance to students in applying for admission, registering for classes, determining residency and military status, athletic eligibility, veteran certification, transfer certification, transcript requests, enrollment verifications, GPA verification reports for state grants, collection and processing of census and grade reporting rosters. Admissions and Records is responsible for the maintenance and storage of most student records. This office also houses Metropolitan College Records. The Metropolitan College Records are records of military personal who were enrolled in LACCD Distance Education classes in the 1970s. LAMC has been given the responsibility to house these records on our campus. Students that took these classes are able to contact Admissions and Records to obtain their records and or transcripts [www.lamission.edu/admission/](http://www.lamission.edu/admission/) (II.B-5).

**Associated Students Organization (ASO)** provides leadership for student government, campus clubs and organizations, club fairs, leadership and personal growth workshops, and entertainment. New and continuing students are encouraged to participate in one or more of the activities [http://www.lamission.edu/aso/](http://www.lamission.edu/aso/) (II.B-6).

**The Athletics Program** provides students with the opportunity to participate in intercollegiate sports as athletes or as spectators. Currently, LAMC’s athletic teams include Men’s Soccer, Women’s Volleyball, Men’s Baseball, and Women’s Softball. These events and activities enhance the students’ experience by enabling students to pursue athletic and scholarly aspirations as well as through attendance to support the campus athletics program. [http://www.lamission.edu/fitness/](http://www.lamission.edu/fitness/) (II.B-7).
The Child Development Center provides childcare for Los Angeles Mission College student parents while they are attending classes, and the Center provides a learning experience for preschool children. A credentialed director supervises classroom instructors who provide care grounded in early childhood education theory and best practices. The program is free for parents who qualify or a fee is charged on a sliding scale according to income – from $1 to $5 per hour. Even though student parents have priority registration, the Center also is open to community families http://www.lamission.edu/childev/ (II.B-8).

Family Child Care Homes Education Network consists of 20 licensed family child care homes that offer child care services for the students of Los Angeles Mission College and community. A credentialed director oversees that the family day care providers adhere to high standards in all aspects of early childhood education and care including parent communication and interactions with children.

The Office of Financial Aid and Scholarships is responsible for the administration of student financial assistance programs governed under Title IV of the Higher Education Act of 1965 (as amended), the State of California State Legislature, and the California Community Colleges Chancellor’s Office. The majority of student financial assistance funds are intended to financially assist low- and middle-income families through grants, fee waivers, scholarships, loans, and employment. Student financial assistance for most programs is determined through a need analysis, as established by the federal government. Within guidelines and monetary constraints, the Financial Aid Office determines the amount of student financial assistance that is awarded each applicant so that each applicant is able to successfully complete his/her educational goals at Los Angeles Mission College http://www.lamission.edu/financialaid/ (II.B-9).

The purpose of the Financial Aid Office is to ensure that student financial assistance funds are distributed to eligible applicants in accordance with federal, state, and institutional policy, procedures and guidelines and to disburse these funds in a timely manner.

The financial aid programs that are administered by the Office of Financial Aid include but are not limited to the following:

Grants:
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Cal Grant B
- Cal Grant C
- Chafee Grant
- Child Development Grant
- Board of Governors (BOG) Fee Waiver

Loans:
- Subsidized Federal Stafford Direct Loans
• Unsubsidized Federal Stafford Direct Loans
• Federal Perkins Loans
• Alternative/Private Loans

Employment:
• Federal Work Study Program

Scholarships:
• Los Angeles Mission College Scholarship Program
• Outside Scholarship vendors and entities

A District Consortium Agreement allows students to combine enrollment status among LACCD colleges for maximum funding. The Office of Financial Aid conducts regularly scheduled financial aid workshops as part of its community outreach efforts.

The Student Health Center, along with contracted services provided by the Northeast Valley Health Corporation, assists students in achieving and maintaining optimum health through a variety of services provided by nurses and other health care professionals. Services include first aid, emergency care, diagnosis, testing, treatment, immunizations, family planning, mental health and domestic abuse counseling, resources and referrals. Additional activities can include classroom visits and community outreach. http://www.lamission.edu/healthcenter/ (II.B-10).

Additional areas of service are described in IIB.3C and include:

• Counseling Department
• Disabled Student Programs and Services (DSP&S)
• Extended Opportunity Programs and Services (EOP&S)
• Cooperative Agencies Resources for Education (CARE)
• Matriculation
• The Transfer Center
• Articulation
• Outreach and High School Relations
• Personal Development Courses
• TRIO/Student Support Services (SSS)
• Veterans and International Students Program
• Urban Teachers Fellowship Program

The following programs provide services to students and report to the Office of Academic Affairs:

The Learning Resource Center (LRC) is designed for student success and offers a variety of services free of charge, including workshops for science and math classes, writing and critical thinking WORKOUT!s, and tutoring labs for writing, reading, science, and mathematics. Math students can meet with tutors one-on-one or in groups in the Math Center. The LRC has computers equipped with Microsoft Word, Excel, PowerPoint and other programs such as reading, writing, and mathematics programs that can be used for class assignments or to improve
academic skills. All computers have Internet access to allow for online research and e-mail communication. Documents and research materials may be printed for a fee at the Library or at the Print Center.

**Library Services** provide students, staff, and faculty with access to organized collections and information to support instruction. In collaboration with other academic programs, the Library staff encourages and facilitates information competency and critical thinking skills. The Library owns more than 80,000 books, magazines, and newspapers and subscribes to several databases for periodical and encyclopedia articles. In addition, there is a collection of back issues of more than 200 periodicals, including 60 on microfilm dating back to 1960. The Library's electronic catalog is available from the Library Web site [http://www.lamission.edu/library/](http://www.lamission.edu/library/) (II.B-11).

**California Work Opportunity and Responsibility to Kids/GAIN (CalWORKS)** described in II.B.3.c.

**Foster/Kinship Education Preparation** is a state wide program funded by the California Community College Chancellor's Office. This program provides a variety of training for foster parents through California Community Colleges. Foster parents are required by the state to have pre-service training before children are placed in their homes and renewal training each year thereafter. More than 400 hours of training are offered each year in both English and Spanish including specialized F-Rate (medically fragile foster children) pre-service, D-Rate (behaviorally difficult foster children) pre-service, and regular classes for kinship care providers (those caring for relative children) [http://www.lamission.edu/fosterkinship/](http://www.lamission.edu/fosterkinship/) (II.B-12).

**The Tech Prep School-to-Career Program** provides courses and programs to assist students in meeting their career goals. Students are able to participate in the Tech Prep program by taking college courses at their high school, college courses for high school students offered at LAMC, or traditional college courses offered at LAMC [http://www.lamission.edu/cooped/techprep.aspx](http://www.lamission.edu/cooped/techprep.aspx) (II.B-13).

**Title V HSI** is a five-year integrated plan to improve retention and progression in Science and English disciplines using academic support initiatives, supplemental curriculum development for critical thinking skills, the development of a new virtual lab “elab,” as well as strengthening the Learning Resource Center’s English Success Center and Science Success Center. With Title V funding, LAMC will also provide faculty and staff development, strengthen comprehensive support services, and initiate outcomes assessment and evaluation [http://www.lamission.edu/titlev/](http://www.lamission.edu/titlev/) (II.B-14).

The following programs provide services to students and report to the Office of Administrative Services:

The **Eagles Landing Store** (LAMC’s bookstore) provides textbooks, school supplies, school apparel and other materials for students, faculty, and staff. Information about the Eagles Landing Store and how to order books online can be found on the bookstore’s Web site [http://eagleslanding.lamission.edu/](http://eagleslanding.lamission.edu/) (II.B-15).
The Student Business Office provides students with easy in-person and online access to fee payments such as enrollment fees, parking fees, and activity card fees.

**TABLE 1**

**SERVICES PROVIDED BY STUDENT SERVICES DEPARTMENTS/PROGRAMS**

*Academic Year 2011-2012*

<table>
<thead>
<tr>
<th>Categorical Program</th>
<th>No. of Students Served</th>
<th>2011-12 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions and Records</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>Fall ’11 9,356</td>
<td>$448,199</td>
</tr>
<tr>
<td></td>
<td>Spring ’12 8,987</td>
<td></td>
</tr>
<tr>
<td>Associated Student Organization (ASO)</td>
<td>3,000</td>
<td>$23,000</td>
</tr>
<tr>
<td>Assessment &amp; Orientation/Matriculation</td>
<td>3,896/2,039</td>
<td>$</td>
</tr>
<tr>
<td>Child Development Center/FCCHEN</td>
<td>114</td>
<td>$683,000</td>
</tr>
<tr>
<td>Counseling</td>
<td>11,220</td>
<td>$594,696</td>
</tr>
<tr>
<td>DSP&amp;S</td>
<td>189</td>
<td>$263,605</td>
</tr>
<tr>
<td>EOP&amp;S</td>
<td>642</td>
<td>$620,000</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>11,780</td>
<td>$968,205</td>
</tr>
<tr>
<td>International Students</td>
<td>Spring ’12 178</td>
<td>$109,637</td>
</tr>
<tr>
<td></td>
<td>Fall ’12 171</td>
<td></td>
</tr>
<tr>
<td>Transfer Center</td>
<td>242</td>
<td>$83,252</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>Spring ’12 101</td>
<td>$325</td>
</tr>
<tr>
<td></td>
<td>Fall ’12 87</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Specially Funded Program</strong></th>
<th>No. of Students Served</th>
<th>2011-12 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>CalWORKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>195</td>
<td>$229,674</td>
</tr>
<tr>
<td>Teacher Prep Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Self Reported by each Department/Program October 2012*

The following program also provides services to students and reports to the Office of the President:

**The Science, Technology, Engineering and Math (STEM) Grant** is made possible by a five-year grant (2011-2016) received from the U.S. Department of Education. This grant serves STEM faculty and students, by strengthening academic services through:

- Expanding tutoring
- Math workshops
- Summer Bridge programs
Supporting curriculum development, renovating the Computer Science lab, and upgrading technology
Offering the STEM Summer Academy to incoming STEM majors
Expanding and formalizing undergraduate research programs

In addition to the various support services, student services’ issues are discussed at the Student Support Services Committee. This shared governance standing committee meets once per month and functions to guide the College in providing support services to enable students to develop and achieve their academic and educational goals. This committee is also responsible for the development of Student Services goals and objectives and Service Areas Outcomes to measure progress and produce action items for improvement (II.B-16).

Table 1 lists the number of students served by each Student Service area and the funding source for each department or program.

The College assures the quality of Student Support Services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution through an ongoing cycle of assessment. Program Review is a comprehensive process whereby all campus units engage in a self-assessment designed to evaluate and improve services in a manner that is consistent with the College mission and goals. The Student Support Services Committee is responsible for conducting the Program Review process for all Student Service areas. Data obtained by the Institutional Effectiveness Office and through student surveys is used to improve the quality of programs and ensure student needs are met. Results are reported as part of the Student Services annual and comprehensive Program Reviews (II.B-17).

The Program Review process consists of several steps as shown in the Table 2 below:

<table>
<thead>
<tr>
<th>TABLE 2: LAMC STUDENT SERVICES PROGRAM REVIEW PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Review Component</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Unit Self Assessment</td>
</tr>
<tr>
<td>External (Comprehensive) Review</td>
</tr>
<tr>
<td>Unit Validation</td>
</tr>
</tbody>
</table>

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The comprehensive validation includes review of the unit assessment, interviews with the service area and a written report by the external review team.

### The external review of the Comprehensive Program Review process involves the following steps:

1. The Student Support Services Committee determines the schedule for the comprehensive review.
2. A comprehensive review team is assembled with a minimum of two members comprised of a Student Support Services Committee lead and another classified or faculty member with knowledge or expertise in the service area.
3. The Student Support Services Committee co-chair is responsible for disseminating the unit self-assessment and the validation form to each external review team lead.
4. Each external review team lead is responsible for meeting with their team members to review the unit self-assessment. Compliance with state guidelines and regulations is verified.
5. The Student Support Services co-chair coordinates an interview date for each team to meet with their assigned unit for review and clarification of the unit assessment.
6. The external review team meets and completes the comprehensive validation form with its findings and recommendations based on the unit assessment and service area interview. The final validation is posted online on the Student Support Services Web page.

In addition to the Program Review process, some categorical programs are required to submit an annual self-assessment and/or report to the state/federal funding agency that identifies the program’s efficiency, fiscal stability, quality control, and service assessment. The following departments are required to submit such reports: EOP&S, DSP&S, Matriculation, CalWORKS, Office of Financial Aid, Child Development Center, TRIO/Student Support Services Program, and the Urban Teacher Fellowship program (II.B-18).

### SELF EVALUATION

Since the last accreditation visit, Los Angeles Mission College has had to adjust the services provided to all students. Budget cuts, particularly to categorical programs, have resulted in reductions to the hours of operation and personnel and have affected the number of students served. For example, in 2010-2011, prior to the budget cuts, LAMC’s EOP&S Program served over 1,000 students. Today, EOP&S serves approximately 600 students. Furthermore, the Child Development Center has drastically reduced services for child care due to the significant budget cuts to all specially funded programs. Although there has been a reduction of services because of the budget changes, staff have worked efficiently to provide services to all students such as continuing to provide evening counseling services twice a week and expanding online services.
Los Angeles Mission College has implemented a comprehensive online Program Review process that helps determine quality of service that is supported through evidentiary measures. Since 2007, the Program Review process has been fully implemented, and all Student Services areas have completed at least one cycle of comprehensive Program Review. The development of Institutional Learning Outcomes (ILOs) in 2004 and Student Learning Outcomes (SLOs) for the academic programs led to the development of Service Area Outcomes (SAOs) for Student Service areas. SAOs and assessment results are incorporated into Student Services Program Reviews (II.B-18a). Student Services developed an annual survey for all related areas of Student Support Services and reviews the results to provide measurable evidence that can be included in the SAO assessments (II.B-19). The SAOs are used to measure the quality of service each area provides; assessment of SAOs is on-going (II.B-20). In order to streamline processes, it would be beneficial to develop an online system for SAOs that resembles the SLO online reporting process.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**B.2a-d. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information (b) requirements (c) major policies affecting students, and (d) locations and/or publications where other policies may be found.**

a. General Information
   - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
   - Educational Mission
   - Course, Program, and Degree Offerings
   - 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

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

c. Major Policies Affecting Students
   - Academic Regulations, including Academic Honesty
   - Nondiscrimination
• Acceptance of Transfer Credits
• Grievance and Complaint Procedures
• Sexual Harassment
• Refund of Fees

d. Locations or publications where other policies may be found

DESCRIPTIVE SUMMARY
Los Angeles Mission College is identified in its catalog as a public community college accredited by the Western Association of Schools and Colleges (WASC). The Los Angeles Mission College 2012 – 2013 Catalog has been printed in hard copy and is available on the College Web site. The Catalog is revised and printed annually and contains information covering general information, campus requirements, and policies affecting students. The College makes every effort to provide a catalog that is accurate and reflects the standards and policies set by Los Angeles Community College District. Time-sensitive information (i.e., academic calendar, tuition, class times, class location, etc.) is published in each term’s Schedule of Classes (II.B-21).

Table 3 below indicates where to find general information in the Catalog.

<table>
<thead>
<tr>
<th>TABLE 3: GENERAL INFORMATION IN THE 2012-2013 COLLEGE CATALOG</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information in Catalog in 2011-12:</td>
</tr>
<tr>
<td>Official Name</td>
</tr>
<tr>
<td>Address(es)</td>
</tr>
<tr>
<td>Telephone number (s)</td>
</tr>
<tr>
<td>Website Address</td>
</tr>
<tr>
<td>Telephone Number (s)</td>
</tr>
<tr>
<td>Educational Mission (Mission Statement)</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Degree Offerings</td>
</tr>
<tr>
<td>Academic Calendar and Program Length</td>
</tr>
<tr>
<td>Academic Freedom Statement</td>
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<tr>
<td>Available Student Financial Aid</td>
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<td>Available Learning Resources</td>
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<tr>
<td>Names and Degrees of Administrators</td>
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<tr>
<td>Names of Governing Board Members</td>
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<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Admissions</td>
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<tr>
<td>Student Fees and Other Financial Obligations</td>
</tr>
<tr>
<td>Degrees</td>
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<tr>
<td>Certificates</td>
</tr>
<tr>
<td>Graduation and Transfer</td>
</tr>
</tbody>
</table>

**Major Policies Affecting Students**

| Students’ Statements | 53 |
| Instructional Materials | 53 |
| Withdrawal | 53 |
| Access to Records | 54 |
| Family Educational Rights & Privacy Act | 54-55 |
| Student Right-to-Know Disclosure | 55 |
| Academic Regulations, including Academic Honesty | 44-58, 61-62 |
| Non-discrimination Policy | 63 |
| Acceptance of Transfer Credits | 47-48 |
| Student Grievance and Complaint Procedures | 60-61,65 |
| Sexual Assault Policy | 59 |
| Sexual Harassment Policy | 63-65 |
| Smoking Policy | 63 |
| Refund of Fees | 21 |

General information included in the Catalog is edited and verified by campus programs, departments, and responsible areas each year. The Dean of Academic Affairs is responsible for ensuring that all information is collected and updated for publication in the College Catalog.

A Catalog Task Force, comprised of the Dean of Academic Affairs, Academic Affairs Secretary, the Curriculum Chair, the Articulation Officer, and the Scheduler meets several times each year and is responsible for ensuring that curriculum and policy changes are updated in the Catalog. In October of each year all department chairs receive a PDF version of their section of the Catalog to be reviewed for accuracy, updates, and corrections. Curriculum changes, including course titles, prerequisites, course descriptions, or units, must be approved by the Curriculum Committee prior to the changes being reflected in the Catalog. Updates must be approved by the Curriculum Committee by December to meet the Catalog deadline for the following academic year. Any changes requiring submission to the Board of Trustees or the State Chancellor’s office must have approval prior to being incorporated into the Catalog. It is the responsibility of the Curriculum Dean with the support of the Catalog Task Force to gather the changes, ensure accuracy, and prepare the Catalog for publication.

A copy of the LAMC Catalog is provided to students who attend an on-campus orientation. The Catalog is also available at the information desk, the College bookstore, and various other Student Service areas (e.g., Counseling, EOP&S/CARE, Student Support Services Program - TRIO/SSS, etc.). The Catalog is available to view online and can be downloaded from the College’s Web site. Each publication of the Catalog is sent to the counseling staff of local high schools in addition to other colleges and universities for articulation and transfer purposes.
Policies also may be found in other locations or publications including the Schedule of Classes, AFT Staff Guild Contract, AFT Faculty Guild Contract, College Catalog, and Academic Senate Web page.

The Schedule of Classes is published each semester and is available in hard copy as well as online. The online version of the Schedule is maintained and updated through the Schedule of Classes Online (SOCO). The distribution of the Schedule of Classes is handled by the Office of the Vice President of Student Services. The Schedule also is available in stands throughout the campus, at the information desk, the College bookstore, and during orientation. The Schedule provides information regarding admissions and enrollment, fees and refunds, the matriculation process, the semester academic calendar, transfer information, and general information including the Student Right to Know Disclosure, Standards of Student Conduct and Disciplinary Action, Student Grievance Procedures, and the Prerequisite Challenge Process. Information on the Compliance Officer, Non-Discrimination Policy and Compliance Procedure, Sexual Assault Policy, and Sexual Harassment Policy are printed both in English and Spanish in the College Schedule and Catalog.

Information on the Associated Students Organization (ASO) is available in the Catalog and in the ASO Handbook which is available on the ASO Web site. The ASO offers support to all student clubs and activities. During orientation, students are encouraged to visit the ASO Office and inquire about opportunities to participate in campus life such as student government activities, organizations, and student clubs.

**SELF EVALUATION**

The Los Angeles Mission College Catalog contains all required elements and has met the standard by verifying, updating, and including all required information every year. A Catalog Task Force was formed in 2007 to assist with this process and verify annually the accuracy of the Catalog. In December of 2008, the College hired a new permanent Dean of Academic Affairs. One of this dean’s primary responsibilities is to serve as Curriculum Dean. In 2009-2010 in collaboration with the Curriculum Chair and additional staff, the Catalog was thoroughly reviewed and updated to verify that all course information corresponds to course outlines of record. In addition, the Curriculum Dean created an annotated catalog that documents all Curriculum Committee approved actions throughout the year. A PDF of the annotated catalog is sent to all Department Chairs, Deans, Directors, and managers for verification of their respective areas. All changes are then approved by the Curriculum Dean before the information is forwarded to production staff.

The College Catalog needs to be reviewed each year to ensure that all required information is included in the table of contents and index and to be sure the College’s address, telephone number, and Web site are prominently displayed. During a recent review of the 2012-13 Catalog, it was noticed that Administrator’s degrees were not listed; however, they will be listed in the 2013-2014 Catalog.
ACTIONABLE IMPROVEMENT PLAN

The Student Services Committee in consultation with the District will develop a plan to increase LAMC’s Web site accessibility to person with disabilities by mid-spring 2014.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. 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.

DESCRIPTIVE SUMMARY

The College strives to ensure equitable access through various means. LAMC focuses on enrollment of a wide range of potential students including those traditionally underrepresented who may be unlikely to attend college. The College Web site provides access to online applications, the College Catalog, Schedule of Classes, the registration/enrollment system, and financial aid information. The Information Technology Department works to keep these services accessible to all students including those with disabilities.

The College researches the learning support needs of its students on an ongoing basis through service area and campus wide surveys (II.B-21a). For example, Teacher Pathways students are given surveys that evaluate the quantitative as well as the qualitative value of services and project activities. Students are asked what services will help them reach their academic and professional goals in a timely manner and based on these responses, time and staffing are redirected to meet these needs. The Teacher Pathways projects maintain a Web site and Facebook account to notify all students interested in becoming credentialed teachers of the program’s activities and services (II.B-21b).

Los Angeles Mission College continues to sponsor events including High School Senior Day, Welcome Week, Club Day, Cash-for-College, University/College Transfer Fairs, and Health Fairs to ensure students are aware of the services provided to meet their needs. Through these events, the campus reaches out to bring the campus community to provide information about the College, student activities and clubs, transfer opportunities, and health issues. In addition, students are informed about accessibility and the services available to all students regardless of service location or delivery method.

As of fall 2011, the College has embarked on a new initiative called Achieving the Dream. Achieving the Dream’s Student-Centered Model of Institutional Improvement is focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to close the achievement gaps and improve student outcomes overall. Presently, some of the interventions that are being conducted to help close LAMC’s gaps include group counseling for financial aid reinstatement appeals, academic and progress probation students, and live orientations held weekly in which the matriculation process is explained, exposure to college life is provided, on-campus resources are reviewed and college success strategies are discussed.
During the live orientation, a one-semester educational plan is developed and students are encouraged to follow up with a counselor to continue to plan the rest of their academic experience at Los Angeles Mission College (II.B-22).

Los Angeles Mission College (LAMC) promotes information about its courses, academic programs, and services through a variety of media including the Schedule of Classes, College Catalog, brochures, and the College Web site. The College Web site grants access to the Student Information System (SIS) where students are able to add and drop classes, check grades, print transcripts, view available courses, obtain placement test result and financial aid status, and pay tuition fees. Students also can view their schedule, registration date and time, and register for classes, as well as obtain the information about the following resources:

- Schedule of Classes Online (SOCO)
- College Catalog
- Academic calendar
- Academic disciplines
- Student Services
- Athletics
- Transfer information
- Special programs

Distance Education students have access to individualized academic counseling via telephone, fax, and e-mail. The Counseling Department provides year-round e-mail advising with a response time that is within 72 hours [http://www.lamission.edu/counseling/online_counseling.aspx](http://www.lamission.edu/counseling/online_counseling.aspx) (II.B-23).

Students may access campus student services via e-mail or telephone. Web pages with Frequently Asked Questions about student services are available; for example, counseling FAQs are located at [http://www/lamission.edu/counseling/faq.aspx](http://www/lamission.edu/counseling/faq.aspx) (II.B-24). The Counseling Department’s Web page also has a variety of tutorial demos that students access to see how to add or drop a class, use the student information system, and look up a class in the Class Schedule [http://www.lamission.edu/counseling/how_toaspx](http://www.lamission.edu/counseling/how_toaspx). (II.B-25).

In September of 2006, Los Angeles Mission College began accepting online applications via CCCApply.org. In February of 2008, LAMC began using electronic imaging (through Image Now software) of student records, thereby facilitating access to student information. This electronic imaging system allows records to be sent efficiently and quickly via verified secured e-mail eliminating the student’s need to come to the campus in person. In the 2009-2010 academic year, instructors began to add students to classes via e-mail.

**SELF EVALUATION**

The College researches and identifies the learning support needs of its students and modifies its services to address those needs. In the fall 2010 semester, Academic Affairs began requiring grade rosters be submitted electronically, allowing student grades to be available immediately upon submission, and thereby shortening the time it takes for students to access their academic...
records. In spring 2011, instructors were required to begin submitting mandatory exclusion rosters electronically, enabling students dropping classes to avoid penalties for late withdrawals. In the fall of 2011, a specific Admissions e-mail address was created to allow instructors to add students electronically. In addition, in 2012 the College implemented E-Transcripts as part of CCCApply.org in order to provide transcripts electronically. A goal of this implementation was to create partnerships with four-year colleges and universities. Phase one was implemented in April 2012 and involves transcripts being sent electronically from institution to institution; phase two was implemented in fall 2012 and involves transcripts being sent electronically to the student as a result of a student’s written request.

Between 2007 and 2012, Transfer Center availability has fluctuated due to lack of consistent staffing and budgetary constraints. LAMC hired a new Transfer Center Counselor/Coordinator in fall 2012. This new hire will enable the Transfer Center to increase the hours of operation, streamline access to more university representatives, and assist more students with the university/college application process.

The Articulation Officer works with faculty and department chairs on course curriculum to certify rigor for transferable courses, maintain general education information, and establish, manage, and update articulation agreements with colleges and universities. As one of its core functions, Articulation works with the ASSIST database www.assist.org (II.B-26) to ensure that all information is current and accurate. This involves monitoring the course equivalency/comparability available on ASSIST and working with colleges and universities to clarify, resolve, and strengthen transfer agreements. Articulation is also responsible for disseminating curricular changes state wide and the online submission of new or updated curriculum via the Online Services for Curriculum and Articulation Review (OSCAR) system for General Education and/or major preparation. Online access of the general education advising forms (IGETC, CSU GE, and Associate Degree Plans) and frequently asked questions can be accessed through the Counseling Department Web page. Articulation collaborates with the Transfer Center to provide links to helpful information and guides for transfer to the University of California (UC) system, the California State University (CSU) system, and private colleges and universities. The Articulation Office is creating a Web page designed to provide access to agreements for private and out-of-state colleges and universities as well as links to helpful information and resources for counselors, students, faculty, and staff to facilitate the transfer process.

Beginning March 2007, the Outreach Taskforce was developed with a membership representing all relevant aspects of the College (Academic Affairs, Student Services, Counseling, Research, etc.), and developed a campus wide outreach plan. This plan assisted LAMC to recruit and enroll an average of 1,500 new students per year from fall 2007 to fall 2010. Enrollment increased from approximately 7,500 students in fall 2006 to approximately 11,400 students fall 2010. Due to budget cuts and the reduction of class sections, enrollment decreased to approximately 9,300
students for spring 2012. Even though enrollment has dropped, LAMC has been able to maintain its full-time equivalent student (FTES) cap allocation.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College has a student government association, the Associated Students Organization (ASO), with four executive officers and fourteen senators, as well as numerous ASO sponsored student clubs. Membership in the ASO is available to all current students of Los Angeles Mission College. The ASO works to provide a framework for many college student activities and an opportunity to develop leadership skills. The ASO officers and their responsibilities are listed in the ASO by laws. All students are encouraged to participate in student government activities. Through active participation in student government and clubs, students render services, increase social and cultural awareness, improve leadership abilities, and create a close association with other students. Through the ASO, students are encouraged to serve and participate on shared governance committees [http://www.lamission.edu/aso/](http://www.lamission.edu/aso/) (II.B-27).

Any group wishing to become a recognized LAMC organization or club must submit a constitution and be approved by the Associated Student Organization Executive Council. Student clubs and organizations provide a variety of cultural, community, and vocational opportunities. Once a semester, the ASO sponsors “Club Day” to introduce students to the various clubs available on campus. Service clubs, special interest clubs, department-related organizations, and religious clubs offer a variety of opportunities for student involvement. A variety of clubs offer programming aimed at increasing student awareness and participation concerning issues related to civic, cultural, and social responsibility. The ASO supports blood drives, food and toy drives, and fundraising such as AB 540 Scholarships on the local level and activities that have provided awareness to culturally diverse issues on campus. The College recognizes the value and contribution of co-and extra-curricular activities to student education and has employed one full-time Student Activities Director/ASO Advisor to support and engage students in co-curricular activities. Students find their college experience more meaningful and valuable as a result of their active participation in social or co-curricular activities of the College. The activities and programs sponsored by the ASO also are helpful to the College’s outreach and retention efforts.

The campus has one main gathering area (the campus Quad) located between the Campus Center and the Learning Resource Center. The Quad also serves as the free speech area.
Several campus departments and programs encourage and support student growth and responsibility. The Arts and Multimedia Department support students’ creative efforts by displaying and showcasing student art work in various areas of the campus and hosting art exhibitions for the campus and the community. These art exhibitions are advertised in the “Weekly Mission” college newsletter [www.lamission.edu/facstaff](http://www.lamission.edu/facstaff) (II.B-28) and throughout the campus as well as in the local newspaper. The Child Development Department, Chicano Studies, and the Child Development Center have supported personal, aesthetic, and intellectual development through a variety of events such as an annual workshop conducted by the Child Development Department, Teacher Mentor Program focusing on the foundation of an Early Childhood Educator, the Chicano Studies Department’s multi-cultural events, or the bi-annual book fair sponsored by the Child Development Center as part of its literacy program (II.B-28).

The Counseling Department in collaboration with Academic Affairs provides Personal Development courses that promote college success, explore majors and careers, and review the transfer process. These courses foster the development of self-esteem, awareness of successful practices for college learning, and identification of academic and career interests and goals, leading to a more focused pathway (II.B-29).

**SELF EVALUATION**

Los Angeles Mission College has had an active and involved student body engaged in the forefront of presenting and debating issues considered important to the welfare of the students. The ASO and Inter-Club Council meet on a weekly basis during each semester. Occasionally, issues arise concerning how events or activities are scheduled or what type of events may be held on campus. Some events were cancelled due in part to not following appropriate campus process in a timely manner. In an effort to streamline the process of conducting events on campus, the Technology Committee is currently updating the campus calendar to reflect all events.

**ACTIONABLE IMPROVEMENT PLAN**

The Vice President of Student Services in conjunction with Administrative Services, Academic Affairs, and ASO Advisor will conduct meetings once a semester to clarify, disseminate, and provide training for club advisors, faculty, staff, and students on guidelines, policies, and procedures for scheduling events.

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**
DESCRIPTIVE SUMMARY

The Counseling Department at Los Angeles Mission College offers services that are delivered to students, faculty, and the local community by a diverse staff of professional counselors and office personnel. The services offered include academic, transfer, vocational, career and general counseling. All of these services focus on the identified goals of the individual student. Students are encouraged to engage in discussions that involve major/career interests, academic goals, course selection, and personal concerns. This dialogue is vital in addressing immediate and long-term goals.

Several campus areas offer counseling services, and several programs within the Counseling Department contribute to the services students receive. These programs include Matriculation Services, the Transfer Center, Articulation Office, Outreach/High School Relations, Personal Development classes, DSP&S, EOP&S/CARE, Honors, CalWORKs, Veterans/International Students Program, and Student Support Services Programs. The SARS GRID software program was implemented by all areas offering counseling services to facilitate student appointments and assist with student tracking and data collection. SARS GRID allows students to make appointments online; in addition, SARS CALL is used to contact the student as a reminder of appointments, as well as to allow for the student to cancel or confirm an appointment with a phone call.

In 2010 a Discipline Advisor Program was established with counseling and discipline faculty partnering as educators in the pursuit of student growth, learning, and the promotion of student success. The main goal of the Discipline Advisor Program is to focus on student development and learning. The Discipline Advisor Program was designed as a collaboration among Student Services, the Counseling Department, and Academic Affairs to provide discipline faculty with a general understanding of LAMC’s degree and certificate requirements. This program enables faculty to supplement counseling services by providing advisement on major requirements and by enabling faculty to refer students to quality resources and external agencies Discipline advisors are paired with a counseling faculty mentor to provide guidance and to assist students in pursuit of their academic goals. Forms were created to conduct student surveys on the effectiveness of the program and a log sheet was designed to document what was done during each advising session. Training was conducted with the Administration of Justice, Biology, and Child Development disciplines.

All of the following Student Service areas deliver delivering accurate and up-to-date information essential student success:

The Counseling Department meets monthly to discuss and disseminate such information. Different teaching disciplines and Student Services areas such as Financial Aid and Admissions and Records are invited to present and discuss their individual programs. Public and private universities also frequent these meetings to deliver updates and information (II.B-30).
The Counseling Department conducts evaluations of its services on a yearly basis through the use of a survey in which Student Learning Outcomes are measured. The data is collected by placing a survey questionnaire in each student’s file so that the counselor or counseling staff can provide the form to each student at the end of the appointment. Data is tabulated and reported in the annual Program Review process. Additionally, Counseling evaluates its programs through Program Learning Outcomes which are measured through the development of Student Education Plans. All students petitioning for graduation are required to list a major. Graduation petitions processed each semester are another method of evaluating Program Learning Outcomes.

As a means of reporting annual performance, the Counseling Department provides a yearly report to the campus indicating the number of students served in the various areas that provide counseling services. Several categorical programs also submit annual reports to the California Community College Chancellor’s Office including EOP&S, DSP&S, the Financial Aid Office, and the Child Development Center. Federally funded programs, such as Title V and the TRIO/Student Support Services Program, submit annual performance reports (II.B-31) to the U.S. Department of Education.

Matriculation meets the needs of incoming students through assessment and orientation. The Matriculation process assists students with the completion of the College application, conducts the Math and English placement assessment, offers orientation workshops, creates a one-semester educational plan, and encourages counseling follow-up after students enroll in classes. http://www.lamission.edu/matriculation/ (II.B-32).

The Transfer/Career Center assists students to be transfer-ready to continue their education at a four-year college or university. Students are assisted in identifying their major at their university of choice, confirming major preparation course requirements, and reviewing transcripts to ensure that all academic and admission requirements are met. Additionally, a resource library, computers, and information regarding on-campus housing, scholarships, campus tours, and college fairs are available to students. The Transfer Center also facilitates student communication and appointments with the Universities and their representatives. http://www.lamission.edu/transfercenter/ (II.B-33).

Disabled Student Services and Programs (DSP&S) provides individualized accommodations and services to students with a verifiable disability based on specific needs. Services include academic and vocational support, financial aid assistance, counseling, assessment, program planning, adaptive aids and other services based on need. The program is available to enable disabled students to fully participate in LAMC’s academic programs and activities http://www.lamission.edu/dsps/ (II.B-34).

Articulation works closely with all teaching faculty and the Curriculum Committee to facilitate course transferability. The Articulation Officer works with public and private universities and colleges to develop a formal, written, and published agreement that identifies courses (or
sequences of courses) at a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus. Continuous updating and maintenance of agreements between LAMC and these four-year public, private, and independent institutions are performed on a daily basis. Counselor workshops are conducted each semester to update counseling faculty about campus curriculum changes, transfer updates and legislative and district policy changes. Transfer and General Education information is updated and maintained to include all advising forms http://www.lamission.edu/counseling/artic/default.aspx http://www.lamission.edu/ctetransitions/articulation.aspx (II.B-35).

The Outreach and Recruitment Program assists local feeder high schools and their students with all the necessary tools, equipment, paperwork, updated information, and staff that are needed for high school students to attend LAMC. Recruiters visit high schools on a regular basis and engage in mentoring and informational advising with high school students. Due to budget constraints, the Outreach and Recruitment Program is currently suspended and the activities are conducted by the Financial Aid Office, STEM Program, the Matriculation/Assessment office, and other programs that support recruitment (II.B-36).

Personal Development classes are offered by the Counseling Department. Currently, counselors offer four Personal Development courses to LAMC students. These courses include Career Planning (Personal Development 4), College Survival Skills and Development (Personal Development 17), The Transfer Process (Personal Development 22), and College Success Seminar (Personal Development 40). These course offerings assist college students in learning about college expectations, exploring careers, gaining a better understanding of the transfer process, and incorporating strategies and techniques to become successful students in higher education http://www.lamission.edu/counseling/ (II.B-37).

Extended Opportunity Programs and Services (EOP&S) provides support services to educationally and economically disadvantaged students. Services include academic and personal counseling, student peer advising, tutoring, retention services, student survival kits, field trips, priority registration, cash and book grants, and referral services. EOP&S counseling faculty develop student educational plans and advise students in regard to transferring to a college or university. Community outreach is also an integral part of the EOP&S program http://www.lamission.edu/eops/ (II.B-38).

Cooperative Agencies Resources for Education (CARE) Program, under the auspices of EOP&S, provides services to Temporary Assistance to Needy Families (TANF)/CalWORKs single heads of household recipients with children under the age of 14. Services include personal and academic counseling, tutorial services, peer support groups, and development of occupational/career opportunities. Additional services include financial assistance with educational expenses. The program is designed to provide eligible students with the resources they need to complete their academic goals http://www.lamission.edu/eops/ (II.B-39).
The Honors Program promotes academic excellence among students and faculty. Students are referred to the Counseling Department for individual and academic counseling. The program encourages community service and prepares students for successful university transfer http://www.lamission.edu/honors/default.aspx (II.B-40).

CalWORKs supports students receiving Temporary Assistance to Needy Families (TANF) through individual academic/career counseling, on-campus childcare, job placement, advocacy, vocational testing, work-study opportunities and on-the-job training experiences. The goal of CalWORKs is to provide students with a program that will get them job ready within the allowable time of eighteen months http://www.lamission.edu/calworks/ (II.B-41).

Student Support Services Program (SSSP) provides selected participants who are first-generation college students, low-income, and/or disabled with a supportive environment to foster educational and personal growth. Students undergo a comprehensive needs assessment to identify academic deficiencies, learning style preferences, personal challenges and economic barriers to success. SSSP provides personal counseling, tutoring, workshops, field trips, and student grant aid http://www.lamission.edu/sss/ (II.B-42).

The Veterans Program provides educational assistance for veterans who served on active duty for a period of more than 180 days. Veterans Services assists students in applying for veterans’ educational benefits. The student’s eligibility status is certified by the institution and reported to the Veterans Administration http://www.lamission.edu/vets/ (II.B-43).

The International Students Program enhances the College culturally and ethnically through the recruitment and support of international students. Specialized support services designed specifically for international students include orientations on available campus services, assistance in registration and obtaining housing, international student admissions packet, personal and career counseling, cultural events and field trips. The program includes verification of Immigration and Naturalization Services (INS) qualifications, compliance, and visa monitoring http://www.lamission.edu/international/ (II.B-44).

Urban Teacher Fellowship Program (UTF) is a career pathway into credentialed teaching that includes part-time employment in afterschool programs. Piloted in 2008 as collaboration between the South Bay Center for Counseling (SBCC), Los Angeles Harbor College, CSU Dominguez Hills, and afterschool providers, the Urban Teacher Fellowship is now in place at five community colleges and four CSUs in Los Angeles County as well as several sites throughout the state including San Diego and the San Francisco Bay Area. UTF has an academic counselor who reserves part of her daily schedule for drop-ins, allowing students to access an academic counselor in a timely manner http://www.lamission.edu/teacherprep/utf.aspx (II.B-45).

SELF EVALUATION
The College supports student development and success by maintaining, evaluating, and improving counseling and advising services that are responsive to student needs. Professional development is supported by sponsoring counselors to attend meetings such as the UC and CSU counseling conferences. Counselors are also encouraged to attend private and discipline specific conferences in which updates and changes are reported. The Articulation Officer provides ongoing and regular training to all counselors at the College to inform them about any new updates and changes to curriculum and advising forms. This training also provides updates on technology that are used when providing effective academic counseling to students in order to help students plan their educational goals.

Monthly in-service meetings are held to provide all counselors with current information that is relevant to student success and transfer. The Counseling Department Chair attends monthly District Counseling Department Chair meetings in which discipline issues are presented and discussed. Ongoing student surveys is another method of ensuring that Counseling supports student success by allowing the department to identify areas that require improvement and implement changes based upon the data that is collected by the Counseling Department during the semester.

A Student Services building funded by Bond Measures is scheduled to be built by fall 2015. The building will be a one-stop model which will allow students to register, pay their fees, meet with a counselor, check their financial aid status, and access all the various Student Services Offices.

**ACTIONABLE IMPROVEMENT PLAN**

The Counseling Department in collaboration with Academic Affairs will review the Discipline Advisor Program to enhance the advising services the College provides to its students by spring 2014.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**DESCRIPTIVE SUMMARY**

The student body of Los Angeles Mission College is very diverse; in fall 2012 the College population was 73 percent Hispanic, 11 percent White, 8 percent Asian/Pacific Islander, 3 percent African American, 0.4 percent American Indian and 5 percent other ethnicities. Diversity is also demonstrated by the various expressions and celebrations of cultural and ethnic pride at LAMC. The College provides a wide range of services, programs, and practices to foster student understanding and appreciation of diversity.
The Faculty and Staff Development Committee is a shared governance committee with representatives from all campus constituent groups. The Committee organizes and conducts workshops, events, and activities to promote an understanding and appreciation of diversity such as Spring Fest, Healthy Foods and Cooking Expo, Faculty Academy, and Conflict Resolution http://www.lamission.edu/facstaff/staffdev/default.aspx (II.B-46).

The Associated Students Organization (ASO) embraces diversity through its clubs, cultural, and extracurricular activities such as Black History month, Week without Violence, Armenian Genocide Awareness, events sponsored by MEChA and the Chicano Studies Department, etc. http://www.lamission.edu/aso/ (II.B-47).

EOP&S/Care provides cultural enrichment to non-traditional students by organizing field trips to museums and by conducting bilingual workshops on diverse topics such as job-seeking skills, job training, self-esteem, money management, study skills, math anxiety workshops and adapting to higher education. The Hispanic Association of Colleges and Universities also requires program staff participation in conferences for legal updates on program funding.

The Student Support Services/TRIO Program promotes an understanding of diversity by providing trips to museums and cultural landmarks (II.B-48).

The STEM (Science, Technology, Engineering and Math) Program at Los Angeles Mission College is a project funded through the U.S. Department of Education to significantly improve access and success for Hispanic and other students underrepresented in these fields (II.B-49).

The Foster and Kinship Care Education (FKCE) Program provides training and workshops for foster parents and kinship caregivers to support and enhance care of foster children in their home. Foster parents must take required training each year to maintain a current license, while kinship caregivers are encouraged to attend workshops to support and assist them. Workshop topics include parenting skills, diversity issues, working with the foster care system, and child development (II.B-50).

The Legacy Program specifically targets the African American male population to promote mathematics proficiency, self-esteem building, retention, and persistence toward post-secondary educational goals for this population (II.B-51).

The Disabled Students Programs and Services (DSP&S) faculty provide workshops on how to support students with disabilities (II.B-52).

Sexual harassment workshops are conducted every year to review the federal and state laws prohibiting discrimination in the workplace (II.B-53).
The CalWORKs Program assists students in transitioning from welfare to achieving long-term self-sufficiency through coordinated student services. The program provides a comprehensive array of services that include, but are not limited to, on and off-campus work study, job development, child care, assistance with books and supplies, processing of county referral forms, and various personal and professional development workshops (II.B-54).

The Transfer Center provides university representatives that visit LAMC who actively recruit underrepresented students to prospective programs at the Universities of California and California State Universities (II.B-55).

The Child Development Department offers a variety of courses bilingually in Spanish to students (II.B-56).

The Non-Credit Program offers bilingual counseling and GED preparation courses. (II.B-57)

SELF EVALUATION

The College supports student clubs, events, special programs, and services that provide a positive and supportive environment for LAMC’s student population while enhancing an understanding and appreciation of diversity. LAMC seeks and obtains grants that address the needs of its diverse student body and surrounding communities. These grants provide funding for educational opportunities that benefit traditionally underrepresented students. The College’s commitment to diversity is reflected in its recently revised Mission Statement which now defines its intended population as “the diverse communities we serve.”

ACTIONABLE IMPROVEMENT PLAN

The Faculty and Staff Development Committee will partner with the Associated Students organization (ASO) to develop a series of diversity activities for the College to be implemented in the 2013 to 2014 academic year.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

The Admissions and Records Office (A&R) accepts paper and online applications for college admission year round. In August 2006 under the direction of the Los Angeles Community College District Chancellor, A&R implemented the California Community College online application format, CCCApply, which provides students an electronic means to submit their application.
CCCApply is a state wide online application system for California Community Colleges which allows students to easily access college information and streamlines the application process for students and colleges. Students may access CCCApply.org through the College Web site. Once the online application is successfully processed, the student receives an e-mail confirmation containing their Student Identification (SID) number and explaining how to access their district wide registration appointment online. Students are encouraged to use the online application system, but they may choose to submit a paper application. Within the next two years, LAMC will move toward accepting only online applications.

Registration appointments are scheduled according to Title V requirements based on a student’s enrollment status as a continuing, new, or returning student. Priority registration is given to EOP&S, DSPS, Foster Youth, and Veterans. Additionally, under LACCD policy, continuing students and those with the most completed units have higher registration priority than new students and those with fewer units. Students must provide documentation to confirm their eligibility for priority registration (II.B-58).

Students who have submitted an application and have been issued a SID number are advised to take the assessment tests in English or English as a Second Language (ESL) and Math. Students are allowed to retake the assessment test at the College after one year. The only eligibility guideline is that students must have an application on file with LAMC in order to go through the assessment process. The assessment results help to place students in classes where they are most likely to succeed and are available for students approximately 24 hours after completing the assessment test.

Once students receive their assessment results, they may attend an online or face-to-face orientation. The orientation provides the student with an explanation of his or her test scores, an overview of the matriculation process, and presents important information about educational programs, requirements, resources, and services that will help students register for classes and succeed in meeting their educational goals.

Los Angeles Mission College currently uses the College Board’s ACCUPLACER Tests Online version to assess English (Sentence Skills and Reading Comprehension). English as a Second Language ESL Placement Test (COMPASS ESL) is the Secondary Level English Proficiency (SLEP) instrument used to test non-native English speakers’ abilities in Listening, Reading, and Grammar/Usage. Prior to 2009, LAMC used a writing sample for additional ESL assessment. However, due to Matriculation budget cuts, this practice was discontinued.

**SELF EVALUATION**

Since the implementation of CCCApply in 2006, the College has streamlined the application process for most students. As a result, the percentage of online enrollment applications received has increased 5.9% from 2007 to 2008, 11.8% from 2008 to 2009, 6.6% from 2009 to 2010.
However, there was a decrease of online applications of 4.8% from 2010 to 2011, which is commensurate with the decrease in enrollment during this year.

ACCUPLACER was previously used for Math placement; however, in spring 2010, Los Angeles Mission College piloted the use of the Mathematics Diagnostic Testing Project (MDTP) to assess Math. MDTP measures a student’s readiness for mathematics courses ranging from arithmetic to calculus competency levels. After a thorough evaluation, the Math Department decided to use MDTP for Math placement.

Currently, the following groups of students are not required to attend an orientation: students who have already earned an associate degree or higher; students who are enrolling in recreational and/or personal classes only and have no intention of earning a degree or certificate; students enrolling in fewer than six units of coursework and are currently enrolled in another college or university.

LAMC faculty regularly evaluate the effectiveness of English, ESL, and Math assessment instruments. However, many students do not properly prepare for the assessment tests and frequently place lower than they should. Since the assessment test can only be taken once a year, many students get placed and remain in basic skills courses. Low math, ESL, and English placement scores contribute to low completion and transfer rates. Beginning in fall 2012, the Math Department began providing tutorial modules to help students prepare for their assessments.

**ACTIONABLE IMPROVEMENT PLAN**

The Vice President of Student Services in collaboration with Academic Affairs and faculty will develop practices to improve student performance in assessment by providing assessment preparation and orientation.

**II.B.3.f. 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.**

**DESCRIPTIVE SUMMARY**

The institutional policies governing the care, maintenance, and upkeep of student records at Los Angeles Mission College are a part of the general procedures of the Los Angeles Community College District (LACCD) (II.B-59). In addition, LAMC houses the permanent records of Metropolitan College, the former College Overseas Program previously administered at Los Angeles City College. Student records are stored in a fireproof and secured vault. Until fall 2009, Los Angeles Mission College contracted with Iron Mountain, a record storage company,
for the storage of older records. All records are now stored on campus including transcripts, graduation petition packets, roster grades, add and drop slips, and admissions applications. Since 2009, all records have been scanned and stored digitally.

All student records are confidential, complete, and permanent. The confidentiality of records is mandated by both state and federal regulations. The California legislature passed S.B. 182 (Stull), which codifies provisions of the Education Code and the Federal statutes implementing the Family Education Rights and Privacy (FERPA) Act of 1974 (Buckley Amendment). Information on these regulations is printed in the College Schedule of Classes.

LACCD also implemented the ID Conversion Project to comply with federal law. During the summer of 2006, the College and District transitioned from using Social Security numbers to issuing randomly generated Student Identification (SID) numbers. This was done to standardize all student identification for district purposes and to protect the security of students’ Social Security numbers. As soon as a student’s application is processed, the student is automatically given a SID number that is used for all district purposes. This has provided a more secure and safe mechanism to protect student privacy and the College.

The current LACCD software for managing student records is operated by the Digital Equipment Corporation (DEC) and the Transaction Processing Environment (TPE) systems. These two systems are both live and simultaneous. In addition, the LACCD backs up its database after midnight on a daily basis. In the spring of 2008, Admissions and Records began scanning the most current documents with Image Now software. The staff is currently working on scanning previous semester documents. After the documents are scanned and linked to student records, they are placed in the Admissions and Records vault. Documents are only shredded if they have been checked for accuracy and the prescribed life of the document.

Student Financial Aid records are kept securely in a limited-access document imaging system whereby all incoming documents and forms related to students’ eligibility are maintained on an ongoing basis in accordance with district, college, state and federal rules and regulations.

Students maintain access rights to their Financial Aid files through a written request process implemented by the Financial Aid Office. This process accords with written policies within the College and college publications including the College Catalog (II.B-60).

The Child Development Center must maintain inactive student files at the Center for three years. After the third year, files can be moved to a different location for storage that is accessible for another two years. Inactive student files that are over five years old may be destroyed.

The EOPS/CARE is a state mandated program that must maintain inactive files for three years. Files may be kept in storage for up to seven years, after which the files may be destroyed.
In addition, the following departments also store student files for a minimum of seven years: the Counseling Department, STEM Program, Student Support Services Program/TRIO, Veterans and International Programs, Non-Credit Program, the Transfer Center, Athletics, Cooperative Education, and other specially funded programs. The DSP&S Program stores student files in house for nine years.

**SELF EVALUATION**

The College is maintaining student records securely with appropriate backups as required by District, State, and Federal regulations. Students also are informed of the policies for release of records in the College Catalog and the printed course schedules. The Offices of Admissions and Records and Financial Aid have been able to increase storage capacity by using the software program Image Now. Other areas such as the Counseling Department and the STEM Program are considering using use this method of storing records.

In addition, the District has purchased a new Student Information System, which is being piloted at two sister colleges—Los Angeles Valley College and Pierce College. Once this new system goes live district wide, there will be a need for all faculty and staff to be trained in the many new features of the program. Discussion is being held about having LAMC also pilot the program.

An audit of selected Student Service areas was conducted in 2011 and some audit findings were reported in the following areas (II.B-60a):

- Census/exclusion rosters
- Concurrent enrollment
- TBA hours
- EOP&S
- DSP&S

**ACTIONABLE IMPROVEMENT PLAN**

The Vice President of Student Services and appropriate staff will address all audit findings by developing and implementing a Corrective Action Plan.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College assures the adequacy of identifying the needs of students by conducting comprehensive Program Reviews that include validations of the services each
department is providing. The reviews are conducted on a cyclical schedule which requires each program to go through a unit plan update every year and a comprehensive review and validation every three years. A major focus of the validation is to assess and improve Service Area Outcomes (SAO). Each year Service Area Outcomes (SAO) are reviewed and assessed during the unit planning and Program Review process. Each SAO is linked to one or more of the College’s Institutional Learning Outcomes. The Program Review process enables the Student Support Services Committee to offer recommendations for improvement by utilizing data to make changes and modifications to better serve students (II.B-61).

Los Angeles Mission College has also embarked on a new venture to facilitate student success, Achieving the Dream (AtD). Achieving the Dream’s focus is on increasing success rates of community college students. The primary goals are to assist students to successfully complete remedial or developmental instruction and advance to credit courses; to enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English; to have students complete the courses they take with a grade of "C" or better; to maintain persistence from one term to the next; and to attain a certificate or degree or transfer to a four-year institution. The English and Math Departments developed the first initiatives for academic year 2012 – 2013.

For English 28 the College is using a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare English 28 students who received the intervention with those English 28 students who did not.

For Math 115 the College will use a formative and summative evaluation design. The summative evaluation will assess the degree to which the goals of the interventions have been achieved. Data will be gathered to see if the quantitative targets are reached. The formative evaluation will assess the specific activities related to each intervention and measure their effectiveness to promote student performance. In addition, the evaluation will compare Mathematics 115 students who received the intervention with those Math 115 students who did not.

**SELF EVALUATION**

Los Angeles Mission College evaluates Student Support Services to assure their adequacy in meeting identified student needs through implementation and assessment of Service Area Outcomes and the Program Review process. Evaluations based on student surveys and the assessment of Service Area Outcomes have given Student Service departments and divisions a better understanding of the customer service they are providing to students and how that service facilitates student success. The following are some examples of evidence that the College uses the results of these evaluations as the basis for improvement of its services.
As a result of the Counseling Department’s survey results, the department has improved the scheduling of its counseling hours, appointments, drop-ins and walk-in visits. The Counseling Department’s comprehensive Program Review also includes results of surveys that were conducted by counseling staff at the conclusion of student visits with their counselor. In fall 2009, surveys showed the percentage of yes responses to the following questions:

1. Are appointments available at a convenient time? 97.3% answered yes.
2. Was a Student Educational Plan Developed? 97.3% answered yes.
3. Does Student understand the courses needed to meet educational goal? 93.3% answered yes.
4. Did Counselor explain requirements needed to reach educational goal? 98.7% answered yes.
5. Is student aware of Matriculation Process? 97.3% answered yes.
6. Has student taken courses that require prerequisites? 68% answered yes.

This counseling data results indicate an increase in student satisfaction with counseling services. Data also indicates that students are more aware of what is required to reach their educational goals. Finally, in spite of the counselor to student ratio of 1 to 1,300, counselors are available when needed.

International Students’ comprehensive Program Review indicates that although international students are finding it difficult to enroll full-time, the number of international students continues to grow even though full enrollment is the key requirement for eligibility to attend college in the United States. The program has grown significantly in the past three years; the International Student Program has increased its headcount from 60 in academic year 2006–2007 to over 120 in academic year 2012–2013, a 100% increase.

The Child Development Center comprehensive Program Review states that based on its Service Area Outcomes, the Center does an exceptional job of creating parent advocates, assisting parents in understanding the developmental stages of their children, and empowering parents to find resources in the community. The Center carefully monitors that all policies are enforced and are clearly delineated. Student parents are required to submit grades and show good standing academically to continue to receive services. The average student-parent academic success rate year to year is 80 percent.

In spring 2012, the District conducted a comprehensive student survey. The survey was made available through e-mail and 3,219 of Los Angeles Mission College students participated in the survey. The survey provided information about LAMC students’ perceptions regarding their goals and plans, personal background, financial resources, knowledge of college information and services, their college experiences, and use of campus facilities and services. The following are some highlights of the survey.
25. When did you first meet with a college counselor?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never met with a college counselor</td>
<td>22%</td>
</tr>
<tr>
<td>Prior to my first semester of college</td>
<td>30%</td>
</tr>
<tr>
<td>My first semester of college</td>
<td>27%</td>
</tr>
<tr>
<td>My second semester of college</td>
<td>10%</td>
</tr>
<tr>
<td>My second year of college</td>
<td>6%</td>
</tr>
<tr>
<td>My third year of college or later</td>
<td>4%</td>
</tr>
</tbody>
</table>

The information above indicates that 67 percent of the student population has made an appointment to see a counselor by the end of their first year in college.

26. Do you have a formal educational plan designed for you with a counselor?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>32%</td>
</tr>
<tr>
<td>Not sure</td>
<td>14%</td>
</tr>
</tbody>
</table>

A Student Educational Plan (SEP) is very important to the success of a student. The SEP develops the pathway for students to achieve their goals. Follow-up visits allow both student and counselor to review the progress being made by the student. More than half of LAMC students indicate that they have a developed a Student Educational Plan.

27. Have you been able to follow the recommended list of courses in your Ed plan?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44%</td>
</tr>
<tr>
<td>No, some of the courses I need have not been offered when I need</td>
<td>14%</td>
</tr>
<tr>
<td>No, there has not been space in the classes I need</td>
<td>17%</td>
</tr>
<tr>
<td>No, I have changed my mind about my program or goals</td>
<td>4%</td>
</tr>
<tr>
<td>I do not have an education plan</td>
<td>20%</td>
</tr>
</tbody>
</table>

The data in the table above indicates that less than 50 percent of the students feel that the cuts in the College’s budget have had a significant impact on their being able to enroll in the classes needed to follow their SEP.
<table>
<thead>
<tr>
<th>Question</th>
<th>33%</th>
<th>4%</th>
<th>56%</th>
</tr>
</thead>
<tbody>
<tr>
<td>52. Your satisfaction with In-person or On-campus Orientation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53. Your satisfaction with On-line Orientation?</td>
<td>28%</td>
<td>4%</td>
<td>60%</td>
</tr>
<tr>
<td>54. Your satisfaction with Financial Aid Office?</td>
<td>62%</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>55. Your satisfaction with Tutoring Services?</td>
<td>45%</td>
<td>4%</td>
<td>46%</td>
</tr>
<tr>
<td>56. Your satisfaction with Transfer Center?</td>
<td>29%</td>
<td>4%</td>
<td>60%</td>
</tr>
<tr>
<td>57. Your satisfaction with Career Center?</td>
<td>24%</td>
<td>3%</td>
<td>67%</td>
</tr>
<tr>
<td>58. Your satisfaction with General College Counseling Services?</td>
<td>47%</td>
<td>10%</td>
<td>36%</td>
</tr>
<tr>
<td>61. Your satisfaction with Health Center?</td>
<td>38%</td>
<td>3%</td>
<td>53%</td>
</tr>
<tr>
<td>65. Your satisfaction with Disabled Students Programs and Services?</td>
<td>17%</td>
<td>2%</td>
<td>76%</td>
</tr>
<tr>
<td>66. Your satisfaction with CalWORKS?</td>
<td>17%</td>
<td>2%</td>
<td>75%</td>
</tr>
<tr>
<td>67. Your satisfaction with Veterans Office?</td>
<td>15%</td>
<td>1%</td>
<td>78%</td>
</tr>
<tr>
<td>68. Your satisfaction with Child Care Center?</td>
<td>18%</td>
<td>2%</td>
<td>74%</td>
</tr>
<tr>
<td>69. Your satisfaction with International Students Program/Services?</td>
<td>15%</td>
<td>2%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Generally, as seen in the above table, students are satisfied with the support they are receiving from Students Services. The large number of not applicable responses indicate that not all students are using and/or do not qualify for specific services (II.B-62).

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.
STANDARD II.B - EVIDENCE

II.B-1 Los Angeles Mission College Statement
II.B-2 Agendas of the Student Support Services director’s meetings.
II.B-3 Agendas, Minutes and trainings from the different student service divisions.
II.B-4 http://www.lamission.edu/ssscc/ Where all PR, SAO and Comprehensive reviews are posted.
II.B-5 http://www.lamission.edu/admissions/
II.B-6 http://www.lamission.edu/aso/
II.B-7 http://www.lamission.edu/fitness/ and brochure.
II.B-8 http://www.lamission.edu/childev/ and brochure.
II.B-9 http://www.lamission.edu/financialaid/ and brochure.
II.B-10 http://www.lamission.edu/healthcenter/ and brochure.
II.B-11 http://www.lamission.edu/library/
II.B-12 http://www.lamission.edu/fosterkinship/ and brochure.
II.B-13 http://www.lamission.edu/cooped/techprep.aspx
II.B-14 http://www.lamission.edu/titlev/ and brochure
II.B-15 http://www.eagleslanding.lamission.edu
II.B-16 Student Support Services Committee charter/goals/objections
II.B-17 Refer to II.B-4
II.B-18 Collection of annual reports from each department.
II.B-18a Sample of Program Review SAOs and assessment results
II.B-19 Collection of student surveys from different departments.
II.B-20 Blank Student Service Outcome form.
II.B-21 College Catalog
II.B-21a Campus wide surveys.
II.B-21b Link to Web Page and Facebook.
II.B-22 AtD Narrative for Submission
II.B-23 http://www.lamission.edu/counseling/online_counseling.aspx
II.B-24 http://www.lamission.edu/counseling/faq.aspx
II.B-25 http://www.lamission.edu/counseling/how_toaspx.
II.B-26 www.assist.org
II.B-27 Copy of Student ASO/ICC handbook.
II.B-28 www.lamission.edu/facstaff
II.B-29 Fliers from counseling department promoting personal development courses.
II.B-30 Agendas and minutes of counseling monthly meetings.
II.B-31 Please refer to II.B-18.
II.B-32 http://www.lamission.edu/matriculaton/
II.B-33 http://www.lamission.edu/transfercenter
II.B-34 http://www.lamission.edu/dsp
II.B-35 http://www.lamission.edu/ctettransitions/articulation.aspx
II.B-36 LAC Recruitment plan for retention and extended admissions.
academic.lamission.edu/missionpr/downloadfile.aspx?uid=151
II.B-37 PD course fliers and class schedules  
II.B-38 Copy of application for EOP&S.  
II.B-39 Qualification Requirements for CARE program.  
II.B-40 http://www.lamission.edu/honors/default.aspx  
II.B-41 http://www.lamission.edu/calworks/ and brochure.  
II.B-42 http://www.lamission.edu/sss/ and brochure.  
II.B-43 http://www.lamission.edu/vets/  
II.B-44 http://www.lamission.edu/international/  
II.B-46 http://www.lamission.edu/facstaff/staffdev/default.aspx  
II.B-47 http://www.lamission.edu/aso/  
II.B-48 Fliers of fieldtrips from SSS/TRIO  
II.B-49 Examples of recruitment for STEM  
II.B-50 Training and workshop fliers from FKCE  
II.B-51 Agreement for Legacy Program  
II.B-52 Fliers for workshops from DSPS  
II.B-53 Email sent to managers for Sexual Harassment workshop  
II.B-54 Fliers of workshops, field trips etc. from CALWORKs  
II.B-55 Fliers for university visits from the transfer center.  
II.B-56 Copy of class schedule of bilingual courses and fliers for tutoring.  
II.B-57 Fliers offering bilingual tutoring from the non-credit program.  
II.B-58 Admissions and records board rule 8603  
II.B-59 Board rule regarding the upkeep of student records.  
II.B-60 Copy of the Written request process from Financial aid.  
II.B-60a LACCD Audit  
II.B-61 Refer to II.B-4  
II.B-62 Copy of the LACCD Spring 2012 student survey.
Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY
Los Angeles Mission College (LAMC) provides a variety of library and learning support services. The Library and Learning Resource Center building houses the Library on the second floor and the Learning Center (LC) on the ground floor. Additionally, auxiliary learning support services such as tutoring, program specific libraries and computer labs are provided in various locations on the campus by TRIO/Student Support Services, Disabled Students Programs and Services (DSP &S), Extended Opportunity Program and Services (EOP&S), Computer Applications and Office Technologies Center (CAOT), Computer Science Information Technology Laboratory (CSIT), Multimedia Labs, and the Child Development Resource Center. Tutoring services for Science, Technology, Engineering and Mathematics (STEM) are provided at the new East Campus.

Library

The Library occupies 17,330 assignable square feet (ASF). The Library offers a variety of seating and study areas to accommodate 200 students including individual study spaces, five group study rooms and twenty-seven computer stations. The twenty-seven computer stations provide access to the Internet, the Library catalog, research databases and Microsoft Office. Students also have campus wide wireless access to Library resources through their laptops and handheld devices. There is a centralized black and white printer at the circulation desk and a color printer and scanner at the reference desk and printing is available to all students for a fee. The Library collections are developed to meet the varied needs of students and include all levels of materials from basic skills to scholarly publications.

The collections consist of 228 reserve textbooks, 53,445 books, 13,404 e-books, an online reference collection consisting of 397 titles, 660 DVDs/Videos, 90 current periodical titles, 30 research databases, a Basic Skills (ESL) collection and a Children’s Literature collection. The Library’s website contains links to databases, citation guides, study aids and other educational resources that are available online to all students 24 hours a day/7 days a week.

Library staff provides workshops and assignment-specific research orientations in a shared computer lab on the ground floor. The Library staff consists of four full-time librarians, including the department chair, and three library technicians. Currently, the Library also has
student workers (15.5 hours per week) and adjunct library faculty (6.5 hours per week) to assist in providing Library services six days a week.

The College allocates $9,000 to the Library budget for books and $11,000 for periodicals each year. The College does not allocate funds to the Library budget for databases but utilizes other sources of funds for annual database subscriptions.

Learning Center

The Learning Center (LC) consists of specialized tutoring centers: the Academic Success Center (ASC) writing and reading labs and the Science Success Center (SSC). The LC also provides math tutoring for Math 105, 112, and 115 students. The LC has a Computer Commons area that is partitioned for individual and academic use consisting of 128 computers. Of those, 63 computers are for individual use, 57 are for academic use (Learning Lab), including 21 computers dedicated for Developmental Communications classes. There are also three computers dedicated for faculty and staff use and four for student tracking purposes.

In addition to providing Internet access and word processing programs (Microsoft Word, Excel, and Power Point) in the Computer Commons, the Learning Lab computers are loaded with academic software that is selected to enhance student learning, such as computer-assisted instructional programs for reading and language arts, English as a Second Language, Math, Spanish and Nutrition. (II-C-1-01 Learning Lab Academic Software [http://lamission.edu/learningcenter/learninglabsoftware.aspx].) The Computer Commons has a print/information station (two black-and-white laser printers and two copiers) where students can print or copy materials for a fee or borrow DVD, headsets, software and supplies. The LC Information Desk is staffed by student assistants trained to offer basic support for computing, printing, and copying.

Learning Center student tutors are trained to assist students with academic writing, reading, math, science, and computer assignments as well as class projects and homework in the LC’s Student Success Centers (ASC and SSC). These Student Success Centers are also equipped with portable projectors and desktop and laptop computers for students, staff and tracking use, and two black and white laser printers. Currently Title V funds printing costs for students using the ASC and SSC. Various instructional aides, such as histology slides and manipulative models, are available in the SSC. The Success Centers also provide current textbooks, reference books and video tutorials at each Center for student use.

Disabled Students Programs and Services (DSP&S)

The DSP&S office, located in the Instructional Building, provides reasonable accommodations for students with a wide variety of physical and mental disabilities in accordance with state and federal law. Among other services, reasonable accommodation includes specialized software for the blind and visually-impaired, such as Kurzweil 3000, Jaws for Windows, and ZoomText. Assistive Technologist provides textbook conversion of Braille, MP3, large print, and Daisy format. The DSP&S High Tech Lab contains nine computers with DVD-ROM drives and Internet access, a VCR, an overhead projector, an LCD projector, a printer, a photocopier, a fax, and four scanners, as well as a small collection of books and 68 videos with closed captions mostly in Child Development and Administrative Justice subjects. The lab provides 15 audio cassette recorders to record lectures, and wireless access for students who bring their own computers. Specialized equipment and assistive listening devices are provided for those who are
hard of hearing. The DSP&S staff consists of a disability specialist, a special services assistant, an assistive technologist, hourly counselors, and six hourly instructors. The Director position is currently vacant, but the College is in the process of interviewing candidates.

Other Learning Support Services:
Additional tutoring services and labs are available to students who participate in specific instructional and categorical programs. Lab hours and Tutoring vary each semester in these labs based on student need and available funds. These include the following.

Computer Applications and Office Technologies Center (CAOT): The CAOT Center houses 48 workstations and two laser printers that utilize a student print card system. All computers contain the following programs: Microsoft Office 2010, QuickBooks Premier Accountant 2010, GDP 11 & Skill Building (Keyboarding), Express Scribe (Transcription), and also have Internet access. The lab is ADA compliant and is staffed by a full-time instructional assistant and a half-time information technology instructional assistant.

Computer Science-Information Technology Lab (CSIT): The CSIT lab houses 103 student stations, two LCD projectors, and four printers. Two of the printers are on a student print card system. All computers run on Windows XP and offer access to software and programs necessary for CSIT courses (Ex: Microsoft Office 2007, Video Studio 2010 Professional and Java.) as well as access to the Internet. The lab also offers a collection of texts and other reference materials that have been donated by instructors and other individuals; texts are loaned to students for use in the lab only. In addition, the CSIT lab has moved from textbook-based classes to CD-ROM books to adaptive, interactive online books.

The CSIT computer lab was renovated and expanded in the fall of 2012 to support classes and provide work spaces for the new A+ Networking students as well as to meet the needs of computer programmers in C++, Java and Microsoft Visual Studio Languages. Sixty percent of the computers in the CSIT lab are new and 90erate on Windows 7. The STEM grant provided funds for expansion of the lab and new computers.

Multimedia Studies: The Multimedia program currently has two Mac Labs with 50 workstations. All computers contain up-to-date versions of coursework software to support Multimedia courses.

The Extended Opportunity Program and Services (EOP&S): EOP&S is a state funded program dedicated to assisting students with social, economic, or academic disadvantages. The program offers its members individual and group tutoring in both English and math from basic level to English 102 and Math 245. EOP&S has two tutors who provide a total of 28 hours of tutoring per week. In 2009 EOP&S created a lending library. The Library consists of books that have previously been purchased by EOP&S students with their EOP&S voucher. The students voluntarily donate their books to the Library in order to assist other EOP&S students who can’t afford the books.

Child Development Resource Center: Utilizing CTE funds, the Child Development Resource Center offers 70 hours of tutoring per week supported by four bilingual tutors for both individual and group sessions as well as the following:

- Workshops
- Seminars
- Assistance with portfolio preparation


- Career pathway information
- Lending library of text books, resource books, and children’s books
- Laptops and computers for student use
- Information on campus and community resources
- Professional and academic advisement and orientation to support earning California Child Development Permits
- Collaborative study groups

**TRIO/Student Support Services (SSS):** This is a federally funded service, and serves 160 students, typically low-income, some with disabilities. To enhance student success the program provides tutoring services and assistance in negotiating college life. There are two tutors, one for English and one for Math, working ten hours per week.

**SELF EVALUATION**

The current Library space (17,330 ASF) does not provide the capacity to serve the projected 15,000 students when the College is built out in 2015 according to its master plan. (http://bit.ly/WkBjjv) Additionally the existing library space is not sufficient to accommodate existing needs identified in the annual program review for the Library and does not meet Title 5 space standards for a college the size of Mission.

<table>
<thead>
<tr>
<th>Existing Assignable Sq. Ft.</th>
<th>Title 5 ASF requirement @ current enrollment of 6,400 FTE</th>
<th>Title 5 ASF requirement @ projected growth of 9,400 FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>17,330</td>
<td>26,811</td>
<td>36,801</td>
</tr>
</tbody>
</table>

* 5 CCR (California Code of Regulations) § 57030

The Library’s ability to offer information competency workshops and Library orientations is limited by the lack of a dedicated computer classroom. A renovation project to build a Library computer classroom, scheduled to begin during fall 2006, was postponed due to cost overruns on other bond construction projects. In 2009, after the College reevaluated the current space for Library services and anticipated college growth, the decision was made to modernize and expand the Library to include a computer lab for Library instruction, 13 group study rooms, quiet reading rooms, a multi-use reading room/instruction room, a food-friendly study room, larger individual study spaces, expanded space for special collections and convenient electrical outlets throughout the Library. After two years of programming and designing the Library, (II.C.1.02 May 2010 program report – hard copy only) the expansion and modernization project was postponed once again due to bond construction project overruns.

Adequate funding for Library resources continues to be a problem. The Library has a limited annual budget to purchase books for its collection. The last significant update to the book collection was in 2002 when 3,000 new books were added to the collection. These books are already more than nine years old. The last update to the e-book collection was in 2008. In order for the book and e-book collections to remain relevant for students, they need to be updated regularly. For the textbook reserve collection, the Library relies on faculty to donate a copy of
their textbook on a temporary basis. Since the last accreditation, the utilization of reserve textbooks increased by 259 percent. Because the textbook collection is an important service to students, the Library will continue working with classroom faculty to keep the collection current. Funding for databases still has not been institutionalized even though the databases are identified as a critical need in the Library program review.

Since there is no budget for library databases and funding for databases is uncertain from year to year, the Library does not automatically renew database contracts as it once did but instead waits for approval from the Vice President of Academic Affairs and/or the Budget and Planning Committee each time a renewal notice is received. This process makes it impossible to plan ahead.

Although students rely on computers and printers to access library resources, the Library does not have enough computers. The 27 library computers are in use most hours of the day and there are no computers in group study rooms. When instructors bring their classes into the Library, the existing 27 computers do not accommodate all students. Additionally, several years ago the Library dedicated 3 of the 27 computers to a “Visitor Table” leaving only 24 desktop computers in the Library for student use.

**Learning Center:** One of the current challenges of the Learning Center is that according to IT district standards, computers need to be upgraded every four to five years. As a result, the LC Commons computers are due for an upgrade in the next two years and funding is limited. Currently the College is working to determine how and when computers will be upgraded. Another challenge arises when some of the current software used for tutoring is not compatible with newer software. As a result, either some computers will not be upgraded or the LC will need to purchase updated versions of the software. The LC and IT continue to evaluate tutoring software. Additionally, the LC determined additional space for math tutoring and a plan for the institutionalization of ASC and SSC tutoring are needed. The ASC and SSC will be without funds to provide tutoring when Title V ends in September 2014. The LRC does not have an adequate number of classified staff and tutors to serve the needs of students at this time. The Instructional Assistant Language Arts position is now vacant and needs to be filled in order to support walk-in writing/reading tutoring and assistance in the Learning Lab. Funding for the Learning Lab Math tutors has not been factored into the 2012-2013 LC budget.

**DSP&S:** The new coordinator will provide stability for the DSP&S Office and its services. Funding for the program has been cut by 49 percent. These cuts result in less support for all areas of accommodations including counseling, student retention, tutoring, and upgrading and replacing hardware.

**Other Learning Support Services:**

**Multimedia Studies:** Like all computer programs and labs, Multimedia Studies faces a challenge keeping up with cost to maintain equipment and programs up to date. When funding becomes available they will like to purchase reference books on software used in the Multimedia labs for immediate student use when needed. Overall the Multimedia labs have sufficient variety of materials to meet student learning needs as students achieve learning outcomes they are able to create appropriate work portfolios for the industry but would benefit from reference books on software for immediate use instead of Library checkout.

**Computer Applications and Office Technologies Center (CAOT):** The CAOT lab has limited tutoring and lab hours outside of class time. Except for Windows 2010 (Word, Excel, Access,
and Power Point, and Medisoft), CAOT software is only available on computers in the CAOT Center. Keeping computer equipment and programs up to date is an on-going concern for CAOT computer classes. The 0.5 Instructional-Assistant Information Technology position is barely adequate to keep the equipment in good working order. As funds become available, CAOT will continue to request up-to-date equipment and software to meet the needs of its students.

**Computer Science-Information Technology Lab (CSIT):** As the STEM program progresses there will be evaluations to measure student success.

**The Extended Opportunity Program and Services (EOP&S):** The tutoring and lending library has been successful in helping students, along with other services provided by EOP&S.

**Child Development Resource Center:** The program has been successful and tutors were increased in fall 2011 from two to four. The new challenge they face is increased need for space as tutors increase and more services are provided. As a result, CCDS 200 has been dedicated as a resource lab when classes are not in session.

**ACTIONABLE IMPROVEMENT PLAN**

The College will seek funding to modernize and expand the Library and address immediate needs as defined in the 2013 Library Program Review. The Library will seek funding to create a laptop lending program to expand access of library resources.

The Dean of Academic Affairs and Vice President of Student Services will review learning support services throughout the campus and develop a plan to improve efficiency of services by spring 2014.

Student Services in collaboration with Academic Affairs will develop a holistic approach for Student Success using resources such as tutoring, supplemental instruction, basic skills development, childcare, and work placement.

**II.C.1.a. 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 of the institution.**

**Library:** Guided by the Library Collection Development Policy, materials are identified and selected in a variety of ways to meet student learning needs (II.C.1.a. 01). Collection development tools such as published reviews and faculty requests are used to ensure the quality and appropriateness of resources for the Library collection and students. A list of student requests for books that the Library does not own is utilized to update the Library collection. Additionally, the Library keeps abreast of required materials for new courses and programs through active participation on the Academic Senate Curriculum Committee. All new courses, programs and course updates undergoing the curriculum review process are reviewed by faculty to help ensure that the Library has adequate materials to support the content of the courses. Faculty report the results of their assessment of the Library collection on a Library review form (II.C.1.a. 01a) that is included in Section VII of the Course Outline of Record (COR) available through the Electronic Curriculum Development System (ECD) As of spring 2012, Los Angeles Mission College offers over 500 courses in 54 different disciplines (II.C.1.a. 02-Catalog 2012-2013). The Library strives to support all courses and programs the College offers. In addition to acquiring and maintaining collections to support students’ academic needs, the Library borrows books requested by students and faculty from other LACCD libraries on a short-term basis.
There are approximately 900,000 items in the combined LACCD database. It takes about a week for book requests to arrive. If books are not available, students are also referred to public libraries. For computers and printers, the Library relies on the IT department to maintain and select equipment based on LACCD recommended standards.

**Learning Center (LC):** To ensure the appropriateness of resources, the Learning Center invites faculty members and staff to evaluate and suggest instructional software (Learning Center Faculty Satisfaction & Software Evaluation Survey [http://www.surveymonkey.com/s/LRCeval_faculty](http://www.surveymonkey.com/s/LRCeval_faculty) II.C.1.a02c) and necessary equipment to support student learning. In 2012, the LC initiated a request for an Advisory Board composed of faculty members and Chairs across the curriculum as well as student and staff representatives to better assess the effectiveness of its own LC’s resources. The LC relies on the expertise of the members of individual departments to determine the quality of the instructional materials it purchases. For equipment, LAMC IT department selects the equipment based on LC’s defined needs and LACCD recommended standards. IT and LC staff maintain the equipment. Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.C.1.a.02a-b).

**Multimedia:** Multimedia faculty is consulted to prioritize what equipment and/or software should be purchased to meet the continually changing needs of our students. The Multimedia program has been successful in applying for external funding resources to supplement its budget. Support services for software and equipment are currently being provided by the College for a full-time Computer and Network Support Specialist coordinated through the Information Technology Department.

**SELF EVALUATION**

**Library:** Although the curriculum process is designed to identify faculty and student needs for Library material, before ECD implementation, some faculty were reluctant to complete the Library portion of the curriculum process; this is no longer an issue since without librarian review, a course cannot be approved. The purchase of Library materials is driven primarily by the results of the curriculum process and by the list of student requests kept at the reference desk. Although students may request that the Library purchase materials at the reference desk, this service is not well publicized to the students due to the limited funds available. When funds become available the Library will utilize a broader range of book selection tools and place request forms on its website so that students can recommend materials for acquisition more easily.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**DESCRIPTIVE SUMMARY**

Information Competency is one of Mission’s institutional learning outcomes and is defined as the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of ethical and legal implications of information and requires
the application of both critical thinking and communication skills. This definition was adopted by the Academic Senate in 2001 and is posted on the Curriculum Committee Web site (http://www.lamission.edu/curriculum/forms/Info_Comp.pdf).

Students who are information competent will evidence the following:

1. Recognize when information is necessary
2. Develop effective research strategies
3. Locate and retrieve information in a variety of formats
4. Analyze, evaluate, organize and synthesize information
5. Create, present and communicate information via multiple mediums
6. Use information legally and ethically

Support for the acquisition of information competency skills is addressed at multiple levels at Mission College. At Los Angeles Mission College 239 courses have linked one or more of their course SLOs to the ILO information competency. Additionally the Library, Learning Center and other learning support labs provide instruction and assessment of information competency skills.

**Library:** The Library is engaged in ongoing efforts to develop and support student skills in information competency including reference desk services, a for-credit research course, faculty-requested general or assignment-specific workshops, research guides, and online and print tutorials.

Librarians consider each student question as an opportunity to improve the student’s information competency skills. They assist students in identifying appropriate sources, provide instruction in the use of databases, help them evaluate resources, and instruct students in correct source citation.

The Library coordinates with classroom faculty by scheduling workshops, either general library or assignment-specific workshops, in which information competencies are taught. Over 100 of these workshops took place during 2011, attended by over 2,000 students. The Library has also made special arrangements with the Health faculty to create and offer a health-specific workshop that instructs students on how to find relevant information for their health assignments. The workshops are required for Health 11 students and are offered once a week. This Health workshop is also available as an online tutorial version (http://www.lamission.edu/library/workshops.aspx, http://www.lamission.edu/library/support.aspx).

Instructional librarians review and assess the workshop exercises. Based on student performance, they make changes to the content and emphasis of the workshop. Though the data is limited, the Library workshops are successful with more than 90 percent of students scoring at least 70 percent or better on workshop exercises. Using attendance statistics, the Library attempts to schedule workshops during times and days students are most likely to attend. The Library also offers a library Research Methods class (LS101) in which students are taught information competency and teaching and learning is assessed using assignments and tests. The Library periodically surveys student satisfaction with library services and their confidence level in using library resources for their class assignments. The most recent survey was conducted in 2011.

In addition to the Library, other campus areas cover some of the six Information Competency skills as well.

**The Learning Center** (LC) offers workshops for science and math classes, writing and critical thinking. Nine Critical Thinking WORKOUT!s are provided throughout the semester by the LC Title V HSI Academic Success Center and are accessible online (http://www.lamission.edu/learningcenter/asc.aspx). These Critical Thinking WORKOUT!s are
offered as in-class supplemental instruction as well as to students individually or in groups. The LC Title V HSI Science Success Center’s workshops in Biology, Physics, Chemistry, Anatomy, and Astronomy foster analytical skills and assist students in synthesizing information (http://www.lamission.edu/learningcenter/ssc.aspx). The LC has tutoring labs for writing, reading, science, and mathematics. (http://www.lamission.edu/learningcenter/).

The LC’s Institutional Learning Outcomes (ILO) Web page provides links to online skills building resources and tutorials for all seven ILOs including Information Competency (http://lamission.edu/learningcenter/ILO.aspx#infocomp2) and the ASC and SSC tutors teach evaluating, synthesizing, and communicating information skills.

The LC Academic Success Center (ASC) provides workshops developed to lead to independent student learning in the areas of critical thinking, research methods, and writing development. (http://lamission.edu/learningcenter/docs/WORKOUT%20all%20spring%20sched.pdf). The ASC uses individual student evaluations to assess the effectiveness of the workshops. Based on the results of the student evaluations, the ASC continues to research, revise, create, and develop workshops that meet the students’ needs (II.C.1.a.02a-b).

The LC Science Success Center (SSC) provides tutoring, review workshops, and study group sessions tailored to student course work and are organized to enable students to apply both critical thinking and communication skills. The SSC’s students are tracked by their attendance frequency; at the end of each semester, SSC compares student success rates between students who did and didn’t use SSC services. Based on student surveys and faculty suggestions, the SSC sets goals and improves the services. Tutors keep records of student-challenged areas during the semester. Based on this information, handouts, workshops, or video tutorials are developed.

Disabled Students Programs and Services (DSP&S) teaches information competency through their Learning Skills and Personal Development classes. These classes are taught by a psychologist, a social worker and disability professionals. These professionals facilitate disabled students’ access to a variety of basic subject matters such as math and grammar. They also help facilitate skill development in testing, note taking, subject matter analysis, such as in College Survival Skills PD17 (http://www.lamission.edu/DSP&S/). DSP&S assesses information competency through the use of a basic skills assessment, and evaluates teaching effectiveness through the use of evaluations of the instructors by students and staff in addition to student tests and quizzes.

Multimedia Studies: Multimedia program students use a variety of online resources for self-guided research and instructor video tutorials to increase critical thinking skills; the program uses student learning outcome rubrics that reflect technology literacy in every course. Most Multimedia faculty give a course entrance quiz and a final exam that measures competency in course material including information competency. Students participate in a course project critique, verbalizing understanding of information and concepts in a group setting. Feedback is dialogue based and faculty are increasingly using Student Learning Outcome assessments to evaluate student understanding of material. Program Review is used to gauge overall program effectiveness.

SELF EVALUATION
The College’s coverage of information competency is widespread, but implementation has declined in some areas. From 2003 to 2010, the Library offered six workshops that addressed the six Information Competency skills listed above. The Library experienced very little attendance in those workshops until the English Department made them mandatory to students, after which participation ballooned (over 1,000 workshop attendances per semester). Assessing the success of the workshops beyond attendance and completion of an in-class exercise was not done, as such an assessment would require the Library to track academic success between a control group that did not take any workshops and a control group that did in order to determine the real-world effect of the workshops. In 2010, the English Department decided to stop requiring the Library workshops, and attendance dwindled to the point that the workshops were discontinued. At the moment, the Library offers a single workshop on health-related research; since instructors in health classes require it, attendance levels keep the workshop viable. The Library still provides Information Competency instruction in the form of instructor-initiated orientations, research assistance at the reference desk, and online and print tutorials, research guides and a for-credit research class.

Outside of the classroom, it is difficult to gauge the effectiveness of IC instruction because the usual assessment tools, assignments and tests, are not available. Instead, entities like the Library, LC and DSP&S rely on surveys to determine student satisfaction, or lack of it, and make instructional changes based on those survey results.

Some disciplines like English assess information competency skills through their SLO assessments. For example, one of the SLOs for English 101 is “Produce a 6- to 8-page research paper which utilizes library research materials and documents evidence.” The thesis, content, and research of the paper is assessed utilizing a standardized rubric for all English 101 classes. In order to assess information competency campus wide, the College revived an Information Competency Task Force fall 2012 to formulate and conduct a campus wide assessment to determine if students have attained information competency skills through their courses and experiences at Mission College.

ACTIONABLE IMPROVEMENT PLAN
The College will establish a library computer lab within the Library for information competency workshops and library research orientations.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY
Library: In the fall and spring semesters, the Library is open a total of 53 hours per week. The current Library hours are 8:00 a.m. to 7:00 p.m. Monday through Thursday. 8:00 a.m. to 1:00 p.m. Friday, 10:00 a.m. to 2:00 pm. Saturday (Evidence II.C.1.c.01). The hours are different for summer and winter sessions. Additionally, the Library provides enrolled students, staff and faculty, with on- and off-campus twenty-four hours a day/seven-days-a-week access to all of its databases and other electronic resources through the Library’s Web site. Some of the databases provide options to listen or download audio files to MP3 players and other devices. All the databases that the Library subscribes to are accessible to users with disabilities as required by state and federal law. DSP&S maintains a variety of software and hardware to assist students with disabilities. Assignment specific workshops and Library research orientations are offered
during class time by request while other workshops are scheduled outside of class time. One workshop is currently offered online. In 2011, 636 students participated in the online health workshop. The Library plans to develop additional online tutorials and workshops so that all students have access to Library and information competency instruction. When creating a workshop schedule, the Library considers students’ needs as determined by workshop attendance and survey responses.

Learning Center: The current hours of operation of the Learning Center Learning Lab, Math tutoring, and Success Centers are 11:00 a.m. to 7:00 p.m. Monday through Thursday. The ASC and SSC eLabs provide 24 hours a day/7 days a week access to online workshops (http://elearning.lamission.edu/) and college success support materials (http://lamission.edu/learningcenter/ITAC.aspx). (Evidence II.C.1.c.01) With funding from the Title V HSI-ISSA grant, the LC has provided over 200 hundred online workshops for students and online access to Reading Plus software that enables students to improve reading comprehension and speed.

The Computer Commons provides learning disability software for DSP&S students, such as Premier Assistive software, which helps with learning disabilities such as dyslexia.

Other Learning Support Services:
EOP&S provides Academic Counseling and tutoring. Tutoring: 3 tutors for a total of about 22 hours per week. (Evidence II.C.1.c.01) Tutoring is intended only for EOP&S students, about one hour per week per student. Workshops: about two per semester (self-help, study habits, etc.) (http://www.lamission.edu/eops/)

STEM Math Center provides 40 hours per week (http://www.lamission.edu/mathcenter/) of tutorial support for Math 115 and above. Online homework assignments and video tutorial support are available (http://www.lamission.edu/stem/?cat=49).

TRIO/Student Support Services (SSS) provides students in its program with tutoring services in math and English and assistance in negotiating college life for 32 hours a week (II.C.1.c.01).

Child Development provides 4 bilingual tutors who offer 70 hours of tutoring per week for Child Development students (Evidence II.C.1.c.01). The tutoring is designed to help students with course completion, certificates, etc.

Law: 17 volunteer tutors provide peer mentoring and tutoring for LAMC students enrolled in online law classes. (http://paralegaltutors.pbworks.com)

SELF EVALUATION
Library: Since the last accreditation, students and faculty who want to log in to databases from off campus no longer have to come into the Library to obtain login usernames and passwords. Students now use their student ID number and their Personal Identification Number (PIN) to access library databases from off campus. Faculty and staff use their campus e-mail user name and password to log in to databases from off campus.

Although the databases that the Library subscribes to are technically accessible to users with disabilities as required by state and federal law, library computers do not have adaptive screen reader software installed on them. Students who need specialized software are referred to the DSP&S lab, which is located in the instructional building adjacent to the Library.

In the fall 2011 district student survey, 80.6 percent of students indicated that they agreed or strongly agreed that they were satisfied with library services. This survey was conducted prior to library staffing and library hours being reduced in fall 2012. Reduced hours result in less access
to Library services including book and periodical collections, research help, textbooks in the reserve collection, workshops, quiet and group study space, use of computers, printers, scanner and photo copy machine.

In the same survey, 66.6 percent of Mission College students indicate that they spend three hours or less at the College studying, using the Library and/or engaging in cultural and/or leisure activities at the College. For the Library to remain accessible and relevant to all students, the Library will continue developing and providing access to online resources and services in addition to its physical collections and face-to-face services.

**Learning Center:** The STEM grant has increased the number of tutoring hours for Math 115 and above; however, limited tutoring hours and lack of adequate quiet space in the Learning Center for Math 105 and Math 112 students is a continuing concern. The Learning Center has struggled to provide adequate access to learning support services. The lack of Saturday tutoring hours and the limited hours of operation leaves the needs of many students unmet. Evening and weekend students need extended services during these times.

**Other Learning Support Services:**

**EOP&S:** In spite of the financial cutbacks, EOP&S still services about 800 students, 300 more than the state mandated requirement. Two years ago EOP&S was servicing 1,200 students, but cutbacks have forced a 33 percent drop in services.

**Law:** No formal tracking of the volunteer peer mentoring and tutoring program for online paralegal students has been implemented. The Director of the Paralegal Program plans to assess this service.

**DSP&S:** The Library/Learning Center provides support for DSP&S students. DSP&S students have access to large print books in the Library and, in addition, some closed captioned videos. Although there are several computers in the Computer Commons that are designated for DSP&S students, assistive technology software has not been upgraded for several years and as much as ten years. DSP&S lab has software and equipment necessary to access Library databases and support students that need special accommodations.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

**DESCRIPTIVE SUMMARY**

The Los Angeles County Sheriff’s Department is contracted by the Los Angeles Community College District to provide all law enforcement and security services for each of its nine campuses. The Library and other learning support services are located in locked rooms within secure buildings, with the exception of the Learning Center which is an open space on the lower level of the Library Building. Sheriff staff members coordinate with the campus administration as to when spaces are to be locked. An authorization and accountability system is in place for issuing keys to campus faculty and staff through the Plant Facilities Department. Plant facilities’ staff also maintains all fire extinguishers located on campus in compliance with the fire code.

In general, maintenance functions such as cleaning and minor repairs in the Library and other learning support services are performed by designated facilities personnel and other repairs are
contracted out by facilities. The Information Technology staff maintains Library and campus computers and printers. Multimedia Learning Center, CAOT, and CSIT labs have Instructional Assistant Information Technology staff members that assist with maintaining the computers and printers. Additional and special maintenance is carried out through agreements and warranties with respective vendors.

**Library and Learning Center**: Library materials are electronically sensitized and security gates are in place to alert staff when materials that have not been checked out pass through the gates; however, one of the security gates no longer triggers an alarm when books are passed through the system without being checked out. A side emergency door is equipped with an alarm system and serves as an alert when improperly used. Panic buttons, located at the circulation and reference desks in the Library and the information desk in the Learning Center, are designed to notify the Sheriff’s Office of urgent and emergency situations; however, these buttons are not activated.

**Disabled Student Programs and Services**: Offices and workspaces are located in the Instructional Building with security cameras throughout the office monitored by the Sheriff’s Office.

**SELF EVALUATION**

Because the panic buttons and one of the security gates are not operational, the security systems in the Library are not adequate. Another security problem is the open space in the Library building designated as the Computer Commons area of the Learning Center. Because the Library and other offices are open at times other than when the Center is open, students are often found in the Commons area before and after hours of operation of the Learning Center.

Prompt responses to computer technology equipment repair requests are facilitated by the online Work Request system. Responses to critical repair items that impact daily operations of services are immediately assessed, repaired, or deferred to the appropriate vendor by the Information Technology staff. LAMC’s new Technology Plan addresses maintenance and replacement of computer equipment (http://www.lamission.edu/facstaff/technology/TMP2012.pdf).

Facilities staff is very responsive to general maintenance requests; however, some major repairs have not been successful. The security gates in the Library are old. One needs to be repaired or replaced. The panic buttons at the service desks in the Library and Learning Center need to be reactivated, and the roof continues to leak even though repairs have been performed on multiple occasions since 1998. The leak has caused loss of ceiling tiles, books and furniture.

**ACTIONABLE IMPROVEMENT PLAN**

The College will implement a preventive maintenance plan for the Library and LRC building to correct reoccurring drainage problems.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
DESCRIPTIVE SUMMARY

Library: The Library has a formal agreement with the Community College League of California for a cooperative buying of online information resources. The agreement with the League benefits the College through reduced prices. Additionally, in January 2012, the California Community College Chancellor’s Office (CCCCO) entered into a five-year contract with EBSCO to provide all California Community Colleges with a group of databases. These electronic resources are heavily used by students on campus and off campus. The Library evaluates the usefulness of these products through usage statistics and the curriculum review process.

In addition to the formal database agreements, an informal agreement exists among the libraries of the Colleges in the Los Angeles Community College District to borrow and lend books. The District server is maintained by District IT personnel, and the Library database is maintained by the District librarians.

Learning Center: The Learning Center (LC) has maintenance contracts for Reading Plus and Thin Client virtual desktops.

The other software programs that are available on the LC computers were purchased by individual departments or specially funded programs. The faculty who provided input on the purchase of these non-contracted software programs evaluated their effectiveness within their departments and requested that the LC provide access to them for students and faculty. The Learning Center Faculty Satisfaction & Software Evaluation Survey (http://www.surveymonkey.com/s/LRCeval_faculty II.C.1.a02c) provides the Learning Center with evaluations of the use and effectiveness of current LC academic software.

Academic Success Center: Title V Hispanic Serving Institutions (HSI) - Improving Student Success and Access (ISSA) purchased Reading Plus in 2011, a software program for students that improves reading speed, reading comprehension, and vocabulary levels (II.C.1.e Reading Plus A evidence).

Before purchasing the software, research was conducted on its effectiveness through a pilot program conducted by the ASC (II.C.1.eReadingPlusBevidence). Reading Plus tracks student progress within the program, alerting instructors when students are struggling and incentivizing continued use through award certificates when students move up a reading level.

At the close of the fall 2011 semester, student reading improvement data were collected and evaluated (II.C.1.eReadingPlusCevidence) (II.C.1.eReadingPlusDevidence).

Disabled Students Programs & Services (DSP&S): Disabled Students Programs and Services has liaisons with the Department of Rehabilitation (career and jobs for the disabled while attending school), Independent Living Centers (help with daily living skills), Jay Nolan Institute (serving the Developmentally Delayed), the Braille Institute, the National Captioning Institute (caption videos), the California Association for Postsecondary Education and Disability (networking and training for professional staff and advocates for students with disabilities in higher education in California), and numerous disability listservs, High Tech Center Training Unit in Cupertino, California training on Assistive Technology training for professional staff and providing any new regulations with Federal & State Laws, Tierra Del Sol (Serving the Developmental Delayed). DSP&S has warranties and maintenance agreements with the vendors for much of its equipment.
There are several contracts for hiring outside agency for interpreters and real-time captioning, such as Interpreters Unlimited, Lifesigns Inc., LiNKS Sign Language & Interpreting Services, Network Interpreting Service, Western Interpreting Network, Accommodating Ideas Inc., and Total Recall Captioning Inc. Learning Alley is also available from DSP&S through the California Community College Chancellor’s Office grant.

**Other Learning Support Services:**

**Child Development:** The Child Development Department contracts with the California Department of Education for two programs to support student success: (1) Child Development Training Consortium (www.childdevelopment.org), and (2) California Early Childhood Mentor Program (www.ecementor.org). A contract to provide student learning support is with WestEd: California Community College Professional Preparation Project. The Child Development Department is required by the grant to provide a parent survey each spring and report the results to the California Department of Education by July 1. Each student service department is also required to measure and assess Student Support Service Area Outcomes. This information can be found in the Student Support Services Committee’s Web page. Both contracts are evaluated by the state office for each grant as well as through mandated student evaluation forms gathered each semester, and through the extensive reporting system required of the campus coordinator for each. Assessment data is gathered and compiled at the state offices of each, not at the individual campuses. Full reports can be obtained from the Web sites listed for each. The third contract to provide student learning support with WestEd (California Community College Professional Preparation Project) is evaluated by the results of the contract year: curriculum revision, alignment, and purchase of resource materials. Evidence of these accomplishments is submitted to the WestEd office for evaluation. A parent survey and a student survey are used to collect data.

Tutoring records are kept for each student tutored either individually or in small groups. Records of the courses and sections being tutored, as well as student success will be maintained. Interactions between tutors, program assistants, and faculty will be logged to chart progress of the programs. A student survey will be administered to assess effectiveness as well as to explore additional services that can be offered to support student success.

**CAOT:** CAOT uses computing hardware which is purchased with a three year warranty that gives free technical support and replacement parts during that time. Consumer products normally include only a one-year warranty.

CAOT uses some software that is registered with a License—Microsoft Windows [Operating System], Microsoft Office [Business Productivity], Intuit QuickBooks [Accounting/Bookkeeping], Faronics Deep Freeze [Computer Management], Symantec Ghost Solution Suite [Computer Management], Microsoft Frontline [Antivirus]. Some software has Maintenance Agreements which include free software updates/upgrades and free technical support during the agreement period.

**Computer Science-Information Technology Lab (CSIT):** The Microsoft Academic Alliance program provides the students and faculty with the latest versions of software and operating systems. The CSIT department does not know if there is a formal process for evaluating and ensuring the quality of this contracted service; however, the service is easy to access by both students and faculty. Without this service, classes would rapidly become outdated because both software and operating systems need to be updated on a yearly basis to remain current with
industry standards. This service (MS Academic Alliance) is being used by 98 percent of CSIT students. Proof of the usage is the number of electronic devices loaded with the software that the students use for their coursework. The Web site that handles the software download tracks the number and types of software that each student downloads. This information is available in report form to the account administrator. One of the important features of the site is that it maintains a logged history of the legal usage of the downloaded software. CSIT's funding for the on-line TCT Technical Training came through the Career Technical Education (CTE) Program. The CSIT lab has not been funded for TCT Technical Training in three years. The contract for Microsoft Alliance is now a campus wide contract and it is funded through the District.

The mechanics of renewal and registration of the LAMC Microsoft Academic Alliance contract used to be handled by the CSIT discipline; they are now handled by the District and the LAMC IT department. At the beginning of each semester, the list of current students and their ID numbers is uploaded to the Microsoft Academic Alliance site. The students are then sent an email notification of their user-name and password along with instructions on how to use the site. IT can provide a list of the students and any report samples that are needed. Participating in this program reduces the cost of software and operating system upgrades for both the campus and the students.

**SELF EVALUATION**

**Library:** Since the last accreditation visit, Library databases are no longer funded with state TTIP funds. Each community college in the state now determines if Library databases will be funded and at what level. The adequacy of contracted periodicals and databases is primarily reviewed through the curriculum review process. When faculty find that periodicals and databases do not address their course content, they suggest materials to purchase.

**DSP&S:** DSP&S contracts with interpreters and real-time captioning has been approved by the Board of Trustees and is strictly monitored by the Personnel Commission. However, the Personnel Commission has a procedure in place and wants all colleges to use all resources within the Los Angeles Community College District before hiring an outside agency.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**II.C.2.**The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**DESCRIPTIVE SUMMARY**

**Library:** All Library and learning support services participate in the College’s Program Review process on a three-year cycle that includes annual review of objectives and needs. In the College’s shared governance model the Educational Planning Committee, Student Support Services Committee, and Facilities Planning Committee are responsible for facilitating Program Review and validating the information returned by the units in their respective areas.
In addition to Program Review, the adequacy of Library resources is evaluated through the curriculum process, Student Learning Outcome assessments in the form of surveys, workshops exercises and usage data. Over 357 students enrolled in five disciplines completed the fall 2011 Library Survey (II.C.2.1). In addition, the 2011 College Student Survey included several questions to evaluate Library services. The Library utilizes the results of data to evaluate and update its annual objectives. The Los Angeles Community College District administered a student survey in the spring of 2012. In response to a question about how often the Library was used, one of the possible answers was “multiple times per semester”; Los Angeles Mission College placed in the top three colleges in the District with 58.8 percent of the respondents stating that they did use the library multiple times during the semester. Another question queried the students on their satisfaction with Library services; Los Angeles Mission College placed first in the District, with 53.3 percent of the students responding that they are “very satisfied.”

**Learning Center (LC):** Every three years, the College requires the Learning Center to provide a comprehensive Program Review and presentation of the review to the Educational Planning Committee (EPC) in order for the institution to assess the effectiveness of the LC resources in terms of quantity, quality, depth and variety. The EPC provides recommendations for the LC to complete before the next comprehensive review. In addition, the LC completes a yearly program review to update progress on EPC recommendations and reassess budget needs. As part of the program review, the LC provides an evaluation of how the LC aligns with the institution’s core competencies (II.C.2.01a) and the LC Student Service Area Outcomes (II.C.2.01b). Although the LC has always invited faculty involvement in determining quantity, quality, depth, and variety of LC resources, no formal advisory process existed prior to 2012. In 2012, the LC initiated a request for an Advisory Board composed of faculty members and Chairs across the curriculum as well as student and staff representatives to better assess the effectiveness of the LC’s resources. The LC relies on the expertise of the members of individual departments to determine the quality of the instructional materials it purchases and invites faculty members and staff to evaluate and suggest instructional materials and necessary equipment to support student learning (The Learning Center Faculty Satisfaction & Software Evaluation Survey [http://www.surveymonkey.com/s/LRCEval_faculty]) (II.C.1.a02c).

Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.C.2.02) (II.C.2.03). The LC uses a comparison of pass rates for students who use the LC to those who do not use LC support services to evaluate the effect of tutoring programs on student success.

**Multimedia Studies:** Multimedia faculty have developed a tutor/student survey and checklist to measure effectiveness and quality of interaction between student and staff. Full-time faculty conduct informal polls on effectiveness of the student/tutor relationship and the overall condition of Multimedia labs. Lab usage is tracked by the Multimedia Vice-Chair based on its Program Review, faculty evaluation, tutor evaluation, and grades. Multimedia is currently assessing all lab courses in the program through the assessment of its Student Learning Outcomes. Multimedia instructors are industry professionals and maintain relevant hardware and software used in a professional environment. Proper student training requires programs to stay as current as possible with technology. Multimedia consults with CTE Advisory members and faculty, which advise the Program on industry-related resources that would benefit student learning (II.C.2.04).
SELF EVALUATION

Library: Assessing library Service Areas Outcomes and Student Learning Outcomes through surveys, workshop exercises, usage data and Program Review assists the Library in identifying student needs and ways to increase students’ understanding and confidence in finding information and using library resources. The Library implements changes to its hours, workshops schedule, and workshops content based on assessment results. For example, additional clarity was added to a library workshop when students were not able to identify reliable Web sites on an exercise. When students indicated on a library survey that the primary way they find out about library services is through their instructors, the Library formulated an objective to “Intensify communication with faculty about library services.” The Library also utilized the Library student survey results to determine fall 2012 Library hours when staffing was reduced.

Learning Center: The LC invites faculty involvement in determining quantity, quality, depth, and variety of LC resources to meet on an informal basis. To better identify the needs of students across disciplines, the LC initiated a request for an Advisory Board composed of faculty members and Chairs across the curriculum as well as student and staff representatives in 2012. Every semester the LC invites students to complete evaluation surveys to determine the effectiveness of resources such as tutors, workshops, and lab materials (II.C.2.02) (II.C.2.03).

ACTIONABLE IMPROVEMENT PLAN
No recommendations at this time.
STANDARD II.C. - EVIDENCE

II.C.1.02 Library_LRC Program Report 050310
II.C.1.a.01 Library-LRC Collection Development Policy
II.C.1.c.01 Student Support Services hours
II.C.2-1 2011 Library Survey
II-C-1-01 Learning Lab Academic Software
II-C-1-02a LC Sample Student Evaluation Forms 2011
II-C-1-a-02b Learning Center Evidence Student Evaluations
II-C-1-a02c_LRC_Faculty_SoftwareEval
II-C-1-a-02d_SSC_Average_Session_Per_Day
II-C-1-a-02e_SSC_Success_Comparisons
II-C-1-eReadingPlusAevidence
II-C-1-eReadingPlusBevidence
II-C-1-eReadingPlusCevidence
II-C-1-eReadingPlusDevidence
II-C-2-01a_LC_CoreCompetenciesAlignment
II-C-2-01b_LC_StudentServiceAreaOutcomes
II-C-2-02_ASC Student Eval Sample Form
II-C-2-03_SSC Student Eval Sample Form
II.C.2.04 Evidence-CTE Advisory
STANDARD III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

Employees of Los Angeles Mission College are categorized into three distinct groups: academic, classified, and unclassified. Academic positions include certificated administrators and faculty (full- and part-time), including individuals with classroom and non-classroom assignments (e.g., Librarians and Counselors). Classified staff positions include managers, supervisors, classified administrators, and clerical, technical, and trades employees. Unclassified positions include, but are not limited to, student employees, recreation employees, community services teachers, and professional experts. Each group has a unique set of rules and regulations governing the selection and employment process. Los Angeles Mission College (LAMC) employs qualified individuals to perform the expected duties in all three employee categories. The selection procedures for all employees hired at LAMC follow the guidelines as provided by the Los Angeles Community College District. The District Board of Trustees and the Personnel Commission ensure that all of the state requirements and district policies regarding hiring and minimum qualifications are met. Every hiring committee has an Equal Employment Opportunity
Academic Employees: Faculty and Academic (Certificated) Administrators
All full-time faculty, adjunct (part-time) instructors, and academic administrators are required to meet the Minimum Qualifications for Hire in California Community Colleges (III.A-1). In the fall of 2012, Los Angeles Mission College employed 84 full-time faculty, 248 adjunct faculty, and 8 academic administrators. The Los Angeles Community College District (LACCD) Human Resources Division carefully scrutinizes all job postings and applicant pools to ensure a recruitment process that offers equal employment opportunities for all candidates. Degrees, certificates, and transcripts are reviewed by the District Human Resources (HR) Division to ensure they are from a postsecondary institution accredited by the American Council of Education. Foreign postsecondary transcripts and degrees must be evaluated by an agency approved by the California Commission of Teaching Credentialing and then submitted to the District HR Division (III.A-2).

Searches for permanent academic positions have a minimum recruitment period of six weeks (III.A-8). The minimum recruitment period for limited (short-term, non-contract) academic positions is three weeks. The District Human Resources Division reviews announcements and specifications before the job announcement is posted to ensure conformity with federal, state, local, and district regulations (III.A-6). Advertising for academic positions includes posting with the California Community Colleges Registry, at national professional organizations related to the
field, and local area colleges both inside and outside the district. The position announcements are available electronically on the District Web site and in hard copy format at the College campus (III.A-12). Beginning in summer 2012, LAMC began to utilize a software system (PeopleAdmin) to post job announcements and manage applications.

Faculty

Hiring of Probationary Faculty

The current Certificated Faculty Hiring Policy at Los Angeles Mission College was developed in 2005, when the Academic Senate and College President agreed upon hiring procedures for probationary faculty as required by the California Education Code (III.A-3) and LACCD Board Rules (III.A-4). Under the policy, the following may submit proposals for tenure track or probationary faculty positions: department chairs and vice chairs, the Academic Senate, the Educational Planning Committee, and the president or designee (III.A-5). Requests for probationary faculty positions are submitted once a year to the Faculty Hiring Prioritization Committee (FHPC) of the Academic Senate. In order to be eligible for consideration, faculty staffing needs must be documented through the Program Review process. The FHPC reviews and ranks the requests, and makes its recommendations to the Academic Senate. After the Academic Senate reviews the FHPC recommendations and approves a prioritized list, it forwards the list to the College President for final approval.

After a position has been approved and the intent to hire has been initiated, a selection committee is formed under the direction of the President of the Academic Senate and the appropriate Vice President. The composition of the selection committee is spelled out in the hiring policy and at a minimum consists of five voting members, the majority of whom are faculty: the department chair or designee, one tenured faculty member in the discipline or a related discipline, an Academic Senate representative, one American Federation of Teachers (AFT) representative, and one administrator. The Academic Senate may appoint additional committee members upon request of the department. Additionally each selection committee is assigned an Equal Employment Opportunity Officer (EEO), who is a non-voting member. A trained EEO is responsible for monitoring faculty hiring procedures and ensuring that all college, district, and federal fair employment regulations are followed (III.A-6). The selection committee is responsible for developing the position announcement, screening criteria, and interview questions which, must be approved by the EEO prior to reviewing applications.

As required by LACCD Board Rule 10403.1 (III.A-7), the job announcement describes at a minimum the duties and responsibilities the contract faculty member will be expected to assume; the Minimum Qualifications for the position established by the Board of Governors of the California Community Colleges; the knowledge, skill, and ability a successful candidate should possess; and other characteristics the College determines to be desirable including, but not limited to, a sensitivity to and understanding of the diverse populations the College serves. The process of evaluating individuals for employment eligibility as faculty members is done in accordance with hiring procedures that meet the standards and requirements set forth in Board
Rule 10403 (III.A-7), relevant district personnel guides (II.A-2, III.A-3), human resource guides (III.A-3, III.A-4), the LACCD collective bargaining agreement for faculty (III.A-9), applicable provisions of the California Education Code (III.A-10), and Title 5 of the California Code of Regulations (III.A-11). Hiring procedures require all those involved in the selection process to adhere to local, district, state and federal guidelines when reviewing application materials, conducting interviews, or otherwise evaluating candidates. Selection criteria include the extent to which the candidate has command of, or brings expertise to, the discipline or subject area in which he or she will be employed; the candidate’s demonstrated ability, or potential to become, a skilled teacher, counselor, librarian, or other support professional; and the degree to which the candidate will contribute, directly or indirectly, to the diversity of the College, division, and discipline in which he or she will be employed. The selection committee reviews all applications, interviews candidates and forwards at least three final candidates to the College President. After the College President interviews the finalists and selects a candidate, the candidate’s application packet is forwarded to the District Human Resources Division (III.A-3), which ensures that minimum qualifications are met before an offer of employment is made.

**Hiring of Adjunct or Part-Time Faculty**

Procedures for hiring new adjunct or part-time faculty require review and administrative approval of faculty selections (II.A.5a). The department chair and supervising academic administrator are responsible for reviewing the candidates’ qualifications. After ensuring that a candidate meets the Minimum Qualifications for adjunct academic employment in the subject area, the department chair and academic administrator complete a Notification of Adjunct Faculty Selection form (HR-R-130). This form was developed in 2008 and has been utilized since 2009 (III.A-7). The form is submitted along with the candidate’s official transcripts and verification of experience (when applicable) to the District Human Resources Division for audit. Although the process is not as intensive as the procedures for hiring tenure track instructors, standards for recruiting and hiring qualified adjunct faculty are expected to be similar to those utilized when hiring tenure track faculty.

**Hiring of Academic Administrators**

The hiring process for Academic or Certificated Administrators is spelled out in LACCD Human Resources Guide HR-110 (III.A.XX). The selection committee for academic administrators is composed of a minimum of five members, the majority of whom are administrators, including at least one from another district location. An update to HR Guide R-110 in August 2012 clarified that the president or vice chancellor may not be a member of the committee if he/she will make the final selection. The selection committee reviews all applications, interviews a minimum of five candidates and forwards at least three final candidates to the president. After the College President interviews the finalists and selects a candidate, the candidate’s application packet is forwarded to the District Human Resources Division (III.A-3), which ensures that minimum qualifications are met before the Chancellor appoints the nominee to the position. In the case of
presidential selection committees, the committee forwards the names of the finalists to the Chancellor, and the Board of Trustees makes the final selection (III.A-8). Appointments of all academic administrators, including acting or interim positions, are subject to final approval by the LACCD Board of Trustees (III.A-4).

**Hiring of Classified Staff, Confidential and Classified Management Employees**

In the fall of 2012 Los Angeles Mission College employed 149 full-time classified employees, including the Vice President of Administrative Services and employees whose salary is paid by specially funded programs. The selection processes for all classified staff employees, including classified administrators, are guided by the rules and regulations set forth by the Los Angeles Community College District (LACCD) Personnel Commission and/or their respective collective bargaining units (III.A-12). The Personnel Commission is held accountable for developing and enforcing rules and regulations required by action of the California State Legislature, provisions of the Education Code, and other applicable laws that are necessary to ensure the efficiency of the classified service and the selection and retention of employees on the basis of merit and fitness.

The Personnel Commission assures the qualifications of classified staff hired by the College by creating job classifications, developing and maintaining a Merit System for hiring classified employees, administering qualifying examinations and interviews, and placing qualified candidates on an eligibility list for each job classification. Each eligibility list is maintained for up to two years. The Commission publishes duties, responsibilities, and qualifications for all classified staff positions on its Web site and lists open positions in weekly job announcement bulletins. When LAMC identifies a classified position to be filled, the Commission provides the names of the individuals on the eligibility list. Candidates are interviewed by a selection committee at the College, which scores them based on their performance during the interview. The Commission then ranks the candidates based on their interview scores and qualifying examination. The College President makes the final decisions on all hires (III.A-4).

**Hiring of Unclassified Employees**

In fall 2012, Los Angeles Mission College had 203 unclassified employees working as student employees, community representatives, community services teachers, professional experts, recreation employees, and academic development grantees. Unclassified employees are part-time at-will employees that are limited to no more than 34.75 hours per week in all unclassified assignments. The definitions of each type of position, the areas responsible for overseeing their hiring processes, and the relevant HR Guides are listed in Table 2 (III.A-10a).

<table>
<thead>
<tr>
<th>POSITION CATEGORY</th>
<th>DEFINITION</th>
<th>RESPONSIBLE AREA FOR</th>
<th>HR GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACCD UNCLASSIFIED SERVICE POSITIONS (HR-R-300)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIRING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Community Representative</td>
<td>A person employed in an advisory or consulting capacity for not more than 90 working days in a fiscal year.</td>
<td>Personnel Commission</td>
<td>R-310 Professional Experts</td>
</tr>
<tr>
<td>Community Services Teacher</td>
<td>Persons employed to teach short-term, not-for-credit classes in the Community Services Program.</td>
<td>Hiring Location</td>
<td>R-340 Recreational Employees</td>
</tr>
<tr>
<td>Professional Expert</td>
<td>An expert in a recognized profession employed in that professional capacity for a specific limited term-capacity.</td>
<td>Personnel Commission</td>
<td>R-310 Professional Experts</td>
</tr>
<tr>
<td>Recreation Employee</td>
<td>A person employed as an assistant athletic coach in the intercollegiate athletic program or as an attendant at a recreational activity, sports event or community services program.</td>
<td>Hiring Location</td>
<td>R-400 Coaches R-340 Recreational Employees</td>
</tr>
<tr>
<td>Student Employee</td>
<td>Generally, a full-time students employed part-time or a part-time student employed part-time in any college work study program or in a work experience education program (Education Code § 88076(b)(3) and (4).</td>
<td>Hiring Location</td>
<td>R-320 Student Employees</td>
</tr>
<tr>
<td>Academic Development Grantee</td>
<td>An employee awarded a Development Grant to develop Academic Program.</td>
<td>Human Resources</td>
<td>R-350 Academic Development Grant</td>
</tr>
<tr>
<td>Elected Officer</td>
<td>A member of the Board of Trustees</td>
<td>Human Resources</td>
<td>R-330 Elected Official</td>
</tr>
</tbody>
</table>

**SELF EVALUATION**

Los Angeles Mission College’s hiring processes for full- and part-time employees are thorough and clearly delineated. The College and the LACCD Human Resource Division ensure that all academic administrators and faculty members hired meet the state Minimum Qualifications for their assignments. The hiring of full-time faculty is guided by the Certificated Hiring Policy, while the hiring of academic administrators follows HR guide R-110. The minimum recruitment period for permanent academic positions is six weeks, but may be extended to increase the size and/or quality of the applicant pool. The Los Angeles Community College District is one of the few districts in the state that still uses a Personnel Commission to oversee the selection processes for its classified employees.
Starting in spring 2012, the selection and application process for full-time faculty and academic administrator positions at LAMC was greatly streamlined through the adoption of a Web-based online applicant tracking system (PeopleAdmin). The LACCD Human Resources Division provided LAMC selection committee members with the necessary training to use the system. The software automates the submission, collection, and distribution of employment applications, cover letters, resumes, references, transcripts and applicant notifications. Using PeopleAdmin, applicants are able to submit their application materials online and selection committee members are able to review and evaluate these applications. Additionally, the system generates letters and notifications to applicants throughout the hiring process.

### TABLE 3
FALL 2011 FACULTY AND STAFF SURVEY (N=136)

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th>Not Applicable or No Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Human Resources develops policies and procedures that are clearly written and equitably administered.</td>
<td>50</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>44. The current hiring process ensures the recruitment of qualified faculty and staff.</td>
<td>56</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>45. Mission College demonstrates through its policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
<td>67</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

Adjunct faculty are hired for limited part-time assignments not covered by full-time faculty. Department chairs are encouraged to start the selection process for part-time faculty early and to post job announcements on the College and District Web sites, and the California Community Colleges Registry. Ideally the determination of eligibility for part-time employment should be performed at least two weeks before the start date of the assignment. However, due to unexpected circumstances, the hiring of part-time faculty may occur in an expedited manner. The District discontinued the practice of granting a Provisional Equivalency for part-time faculty several years ago.

The Fall 2011 Faculty/Staff Survey (III.A.15) illustrated that of the 136 full-time employees who replied to the survey, 50% of the respondents either strongly agreed or agreed that “Human Resources develops policies and procedures that are clearly written and equitably administered.” Moreover, 56% respondents either strongly agree or agree that the “Current hiring process
ensures the recruitment of qualified faculty and staff.” Finally, 67% respondents strongly agree or agree that “LAMC demonstrates its policies and practices and appropriate understanding of concern for issues of equity and diversity.”

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.A.1.b.** 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.

**DESCRIPTIVE SUMMARY**

The administrative leadership at LAMC embraces the philosophy that all evaluations are formative and a means of assessing and documenting an employee’s performance whether outstanding or deficient in identified areas. The evaluation processes adhere to the regulations of the Collective Bargaining Agreements, Education Code and LACCD guidelines. Performance evaluations are carried out with the expectation of encouraging employee growth and development through open and productive communication between supervisor and employee. Effective and formative evaluations can lead to:

- Improved morale, proficiency, and performance
- A plan for employees to achieve established goals and objectives
- Professional growth through training
- Recognition of outstanding performance
- Job enrichment
- Improvement of student learning and success

Classroom standard teaching loads are defined in Article 13 of the AFT collective bargaining agreement. Most classroom faculty have teaching loads of 15 standard teaching hours per semester, but range from 12 to 35 hours per semester. Non-classroom standard teaching loads range from 30 to 35 hours per semester. All monthly rate classroom faculty must maintain a posted schedule of office hours per week at a reasonable time and be available upon request for student consultation by appointment. They must participate in College activities such as curriculum development, SLO assessments, staff development, sponsoring co-curricular groups, in-service training, faculty meetings, Program Review, and the annual commencement ceremony. Finally, they must be a member of at least one department, College, or District committee. All faculty, full-time and adjunct, must maintain accurate records of grades, attendance, and class exclusions in accordance with District policy, rules, regulations, and procedures.
**Faculty Evaluations:** Tenured and adjunct faculty at Los Angeles Mission College are evaluated following the procedures set forth in Article 19 of the AFT Agreement (III.A-9). This article includes provisions for faculty serving as department chairs, directors, consulting instructors, tenured faculty, instructor special assignments and classroom and non-classroom faculty evaluations. 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 of employment. Article 19 of the Faculty Contract states “To initiate a formal evaluation, the appropriate vice president or his or her designee shall send the tenured (or temporary) faculty member and his or her department chair a notice informing them that the faculty member will be evaluated as provided in this article” (III.A-9). The evaluations process includes administrative, student, self, and peer evaluations. Table 4 summarizes the evaluation guidelines for faculty.

The procedures for the evaluation of probationary or tenure track faculty are described in Article 42 of the AFT Agreement (III.A-9). The purpose of the four-year probationary period is to ensure that newly hired faculty members have the opportunity to demonstrate that they meet the needs and expectations of the College and are performing at a level that warrants the granting of tenure. The tenure review process is rigorous with a five member tenure review committee that conducts annual comprehensive reviews during the faculty member’s probationary period. The tenure review committee has three voting members: the department chair or designee and two tenured faculty members, one selected by the department and one selected by the probationary faculty member. Two non-voting members are the Academic Senate representative and an administrator. After the fourth year evaluation, the tenure review committee forwards its recommendation to the Board of Trustees on whether to employ the individual as a permanent, tenured member of the faculty.

### Table 4
**SUMMARY OF EVALUATION GUIDELINES FOR FACULTY**

<table>
<thead>
<tr>
<th>Type of Faculty</th>
<th>Frequency of Evaluation</th>
<th>Evaluating Members or Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary, Tenure Track</td>
<td>Every year (Fall) Comprehensive evaluations</td>
<td>Department chair or designee 2 Tenured Faculty 1 Tenured Faculty (Non-voting)* Vice President or designee*</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>Every three years (Fall or Spring) Alternate between Basic and Comprehensive</td>
<td>Department chair or designee 2 Tenured Faculty Vice President or designee*</td>
</tr>
</tbody>
</table>
### Tenured Faculty Serving as:
- Director
- Instructor Special Assignment
- Consulting Instructor
- Disability Specialists

<table>
<thead>
<tr>
<th>Position</th>
<th>Evaluation Schedule</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every three years (Fall or Spring)</td>
<td>Alternate between Basic and Comprehensive evaluations</td>
<td>Supervisor or designee 2 Tenured Faculty</td>
</tr>
<tr>
<td>Basic evaluation before end of second semester and at least once every six semesters thereafter</td>
<td>Department chair or designee 2 Tenured Faculty (Voting) Vice President or designee*</td>
<td></td>
</tr>
<tr>
<td>At the end of first year of service and at least every other year thereafter</td>
<td>Vice President or designee collects information from faculty and staff</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates individual is a non-voting member of evaluation committee.

### Deans, Associate Deans and Assistant Deans:
Deans are represented by the California Teamsters (Local 911) and are evaluated following the procedures set forth in Article 8 of their contract (III.A-15). Deans completing their first year in an assignment are evaluated no later than 12 months after the start date of that assignment. Thereafter, evaluations are performed every year from the anniversary date of the member’s assignment.”

### Classified Employees:
Classified employees are evaluated following the provisions of their respective collective bargaining units: American Federation of Teachers, Staff Guild (AFT 1521A): Article 16 (III.A-17); School Employees’ Union (SEIU Local 99): Article 12 (III.A-18); Los Angeles/Orange Building and Trades Council: Article 15 (III.A-19); and the Supervisory Employees’ Union (SEIU Local 721): Article 11 (III.A-20). Unrepresented classified employees are evaluated yearly by their supervisor according to District and Personnel Commission rules (III.a.21). These documents specify the length and timing of the evaluation periods for probationary and regular employees.

Evaluations for classified employees, except SEIU Local 721, which are evaluated yearly by June 30, are issued notifications by date of birth, rather than by the employee’s date of hire within the district. An internal program created by the LACCD Human Resources Department, titled Evaluation Alert System (EASY) was rolled out in Fall 2007 to ensure managers and supervisors were notified of upcoming evaluations. EASY sends out a notification and a link with the appropriate evaluation form to the manager/supervisor for the employee one month prior to the due date. Notifications are sent weekly until the evaluation is completed. An internal monitoring by Excel spreadsheet is kept within the campus Personnel Office and distributed to the executive staff to ensure evaluations are being
Confidential Employees: Confidential employees, any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions, are evaluated yearly (III.A.20b).

Academic and Classified Administrators: The College President evaluates the vice presidents annually according to District policies, while the District Chancellor evaluates the College president’s performance. Evaluations cover position responsibilities, annual goals and behavioral skills (III.A.XX).

SELF EVALUATION
The evaluation process for all employees is defined by either their respective collective bargaining agreements or District policies. Criteria for evaluation, as agreed upon by the unions and the Board of Trustees, are sufficient to measure effectiveness, work performance, and provide feedback to the employee.

Deans within Academic Affairs and Student Services notify the department chairs each semester to identify the faculty members that are to be evaluated during that time period. Department chairs may appoint and train vice chairs within their department to assist in the formal evaluations of other faculty members. Upon the completion of the evaluation, documentation is presented to the respective dean for review and approved by the area vice president before being recorded in the individual’s personnel record.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th>Not Applicable or No Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. My job performance is evaluated regularly and systematically.</td>
<td>81</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>39. Mission College has a coherent and effective method for evaluating the skills of its personnel in leadership positions.</td>
<td>48</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>47. Mission College promotes high ethical standards for faculty, staff and students.</td>
<td>65</td>
<td>24</td>
<td>10</td>
</tr>
</tbody>
</table>

In the Fall 2011 Faculty/Staff survey completed by 136 employees, 81% of respondents either
agreed or strongly agreed with the following statement “My job performance is evaluated regularly and systematically.” In contrast, only 48% agreed or strongly agreed that “Mission College has a coherent and effective method for evaluating the skills of its personnel in leadership positions.” There is a clear discrepancy between the percentage of people who agree that leadership personnel are evaluated effectively and those who agree that faculty and staff are evaluated effectively. One reason for this discrepancy may be the lack of well-established and inclusive formal evaluation procedures for College presidents and vice presidents (See Board Report of January, 2012). Currently, faculty and classified staff have little or no input in the evaluation of administrators at the College. The guidelines for these administrative evaluations of the president and vice presidents have evolved under the leadership of different chancellors. However, the guidelines for evaluating all other employees are well established and clearly defined as discussed earlier. This is consistent with the results of the 2011 Survey in which a large number of employees at Los Angeles Mission College indicated that they believe they are evaluated regularly and systematically.

ACTIONABLE IMPROVEMENT PLANS
No recommendations at this time.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY
The Faculty Collective Bargaining Agreement states that the assessments associated with Student Learning Outcomes are part of the contractual responsibility of all faculty members. The SLO process is dedicated to the continuous review of teaching effectiveness and student achievement. The faculty driven SLO initiative has incorporated the values of quality teaching into a very effective college assessment model.

Faculty evaluations are directed by Article 19 and 42 of the AFT Faculty Contract. Section B (Knowledge, Skill and Ability as a Classroom Instructor) of the basic and comprehensive evaluation summary form (Appendix C) addresses the evaluation of student achievement according to stated course grading criteria (III.A-9). Since 2010, participation in SLO assessment cycle and inclusion of SLOs on class syllabi have been incorporated into the basic and comprehensive evaluation forms for all full-time and adjunct faculty. Consequently, since this addition, the faculty evaluation committee members verify that SLOs are included in the faculty course syllabi. Evidence of assessment participation may be part of faculty portfolios. Adjunct faculty members are also encouraged to participate in the creation and revision of SLOs, but they are not required to do so.

SELF EVALUATION
Participation in the SLO assessment cycle and inclusion of SLOs on class syllabi have been
incorporated into the basic and comprehensive evaluation forms for all full-time and adjunct faculty since 2010. This modification of the evaluation process has helped accelerate the assessment of SLOs in all disciplines. Under the direction of the Academic Senate and the SLO Coordinator, Los Angeles Mission College has addressed the need for developing student learning outcomes (SLOs) within course curriculum and course syllabi. The participation in the assessment of SLOs is monitored through the faculty evaluation process. Since 2007 Los Angeles Mission College has allocated resources for a 60 percent SLO assignment. In fall of 2009 this assignment was split into two: a 40 percent SLO Coordinator and a 20 percent SLO Assistant. These two full-time faculty monitor and track the creation and assessment of SLOs within the curricula. As of fall 2012, 98% of active courses have developed SLOs, assessment methods, and criteria for assessment.

**ACTIONABLE IMPROVEMENT PLANS**
No recommendations at this time.

**III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

**DESCRIPTIVE SUMMARY**
All faculty employed by Los Angeles Mission College are held accountable to the Faculty Ethics Statement as provided by the Academic Senate (III.A-22). Included within this statement is the faculty’s obligation to ensure that students conduct themselves according to principles of academic honesty specified in the Standards of Student Conduct (III.A-23). In 2007, Mission College developed a Code of Conduct (III.A-23a) to address responsibilities that maintain civility, strengthen the public’s trust and confidence in the integrity of the institution.

Disciplinary action can result in an unsatisfactory notice, a demotion, a suspension or dismissal. District employees who are not covered by the Faculty Code of Ethics, are expected to adhere to ethical standards specified in the District Board Rules (III.A-24). Classified employees observe the Standards of Conduct in the Personnel Commission’s Employee Handbook, emphasizing that employees must comply with all approved policies and procedures and are accountable for their actions and should conduct themselves in a professional and productive manner (III.A-13).

**SELF EVALUATION**
Los Angeles Mission College expects all personnel hired to uphold a high level of respect and professionalism between fellow employees and students. Without a compliance officer on the campus, the executive staff and supervisory units have assumed the duties of ensuring that professional ethics are upheld and are obligated to investigate and respond to the instances where those ethics may have been violated. If a violation has occurred, a district office liaison can be consulted for disciplinary actions. In the Fall 2011 Faculty and Staff Survey, 65 percent of
respondents agreed or strongly agreed that Mission College promotes high ethical standards for faculty, staff and students.

In the spring 2012, a number of members from the LAMC college community expressed concern about the “campus climate,” with various issues related to interpersonal conflicts and tensions in the AFT Faculty Guild, Associated Student Organization, Academic Senate, Academic Affairs, and Student Services that have dampened the collegial spirit of the College. In order to promote collegiality and civility, the President asked the Director of Diversity and Compliance from the LACCD to hold office hours on campus twice a week for two weeks for personal consultations. Concerns about the campus climate prompted the president to discuss this and other issues at his ongoing Town Hall meetings (III.A-25). A summary report regarding the campus climate issues is pending.

**ACTIONABLE IMPROVEMENT PLANS**
See recommendation for Standard IV.A.3.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

**DESCRIPTIVE SUMMARY**
Guided by the District Office, the College consistently moves closer to achieving its Faculty Obligation Number (FON) determined by the state of California. Approval of permanent faculty hires occurs through the Program Review, Faculty Hiring Prioritization, and Budget and Planning processes. The President, in consultation with the Chancellor and the Academic Senate, makes the final determination of how many full-time faculty will be hired each year. Though the College has faced several years of budget reductions, it has made efforts to maintain its Full-Time Obligation Number (FON).

The LACCD adheres to the state Minimum Qualification guidelines and each college within the District defines its own policies and procedures for hiring, adhering to Board Rules and the appropriate personnel guides (III.A.8). Los Angeles Mission College adheres to the Merit System established by the Personnel Commission for the hiring of all classified employees.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Full-time Faculty</th>
<th>Full-time Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE 6 LAMC FULL-TIME FACULTY AND STAFF HIRES (2007-2012)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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In the fall of 2012, the student enrollment (headcount) at Los Angeles Mission College was approximately 9,661. The College employs 84 full-time faculty and 248 adjunct faculty to provide instructional services. There are currently 9 administrators, 149 full-time classified staff, and 203 unclassified employees, including employees hired by Specially Funded Grants, working in Academic Affairs, Student Services, and Administrative Services who provide support to the instructional programs. Approval of funding for all faculty and staff positions must include the Program Review and the Budget Planning processes. Since fall 2007, 34 probationary faculty and 33 classified staff have been hired at the College (Table 6).

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Faculty</th>
<th>Part-time Equivalent</th>
<th>Total</th>
<th>Full-Time Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>64%</td>
</tr>
<tr>
<td>2008-09</td>
<td>9</td>
<td>5</td>
<td>14</td>
<td>67%</td>
</tr>
<tr>
<td>2009-10</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>57%</td>
</tr>
<tr>
<td>2010-11</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>58%</td>
</tr>
<tr>
<td>2011-12</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>61%</td>
</tr>
<tr>
<td>2012-13</td>
<td>6</td>
<td>N/A</td>
<td>12</td>
<td>67%</td>
</tr>
</tbody>
</table>

**TABLE 7**

FULL-TIME/PART-TIME FACULTY RATIO BY COLLEGE (NOVEMBER, 2012)

<table>
<thead>
<tr>
<th>City</th>
<th>East</th>
<th>Harbor</th>
<th>Mission</th>
<th>Pierce</th>
<th>South -west</th>
<th>Trade</th>
<th>Valley</th>
<th>West</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>210</td>
<td>281</td>
<td>98</td>
<td>84</td>
<td>200</td>
<td>81</td>
<td>189</td>
<td>197</td>
<td>100</td>
</tr>
<tr>
<td>Part-time Equivalent</td>
<td>120</td>
<td>140</td>
<td>74</td>
<td>61</td>
<td>129</td>
<td>40</td>
<td>47</td>
<td>98</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>331</td>
<td>421</td>
<td>172</td>
<td>145</td>
<td>329</td>
<td>121</td>
<td>236</td>
<td>295</td>
<td>167</td>
</tr>
<tr>
<td>Full-Time Ratio</td>
<td>64%</td>
<td>%</td>
<td>57%</td>
<td>58%</td>
<td>61%</td>
<td>67%</td>
<td>80%</td>
<td>67%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**SELF EVALUATION**

Budgetary constraints have limited the number of full-time faculty, classified staff, and administrators hired over the past six years. The College has not been able to replace all employees who have retired, resigned, or taken a leave of absence. Los Angeles Mission College has the second lowest ratio of full-time to part-time faculty in the District at 58 percent. The overall District ratio of full-time to part-time faculty is 65 percent, with individual colleges ranging from 57 to 80 percent.

Since the 2007 self-study, Los Angeles Mission College has hired 34 probationary faculty members, which slightly increased the number of full-time faculty (78 in 2007 versus 84 in 2012). In winter 2008, the Chancellor instituted a hiring freeze for permanent academic or
classified positions, but exemptions were made for key faculty and administrative positions. These exceptions were made on a case-by-case basis. Recent budget reductions in 2010 and 2011, have had negative impacts on staffing levels in many areas. Reductions in class sections have also resulted in the loss of adjunct faculty. Despite the College's effort to create more permanent academic positions, there are currently several disciplines without any permanent full-time faculty. The lack of permanent faculty in these areas weakens affected programs and places a burden on department chairs and vice chairs who must recruit, hire, and supervise qualified adjunct faculty in these disciplines.

In spring 2012 the District instructed the College to hire six tenure track faculty for 2012-13 in order to comply with the state mandated Faculty Obligation Number (FON). The District will subsidize their salaries for three years.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th>Not Applicable or No Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. There are sufficient numbers of full-time faculty to support the programs in my area.</td>
<td>34</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td>41. There are sufficient numbers of part-time faculty to support the programs in my areas.</td>
<td>56</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>42. There are sufficient numbers of permanent support staff to support the programs in my area.</td>
<td>46</td>
<td>39</td>
<td>15</td>
</tr>
</tbody>
</table>

The College lost key administrative staff in 2012 due to the resignation of the Vice president of Academic Affairs, extended leaves of two of the three deans that support that position, and the resignations of three other administrators. This is compounded by the recent opening of several new buildings, which require additional supervisory, custodial, and maintenance personnel. Due to budget constraints, the College is currently limited in the number of individuals it can hire.

The challenges of not having a large full-time to part-time ratio and having a limited number of support personnel are reflected in the results of the Fall 2011 Faculty and Staff Survey. Less than half of respondents either strongly agreed or agreed with the following statements: “There are sufficient numbers of full-time faculty to support the programs in my area” (34 %) and “There are sufficient numbers of permanent support staff to support the programs in my area” (46%). On the other hand, a majority of respondents (56%) either strongly agreed or agreed that “There are sufficient numbers of part-time faculty to support the programs in my area.” The
survey results indicate that there is a need for more permanent staff and faculty at Los Angeles Mission College. The LACCD is attempting to address these needs in part by revising the District Allocation Model to provide additional funds to support much needed full-time faculty positions and custodial and maintenance staff.

**ACTIONABLE IMPROVEMENT PLANS**
No recommendations at this time.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**III.A.3.b. 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.**

**DESCRIPTIVE SUMMARY**
Los Angeles Mission College employment and personnel policies and procedures adhere to the LACCD Personnel Guides, LACCD Board Rules, LACCD Personnel Commission Laws and Rules, and collective bargaining agreements. There are six collective bargaining units recognized by the College (see Table 1 Standard IV.A). Each collective bargaining agreement is negotiated between the Los Angeles Community College District administrative staff and union representatives. The Los Angeles Community College District Board of Trustees approves the agreements. Union members have the right to file grievances and seek remedies against College administrators when their contractual rights have been violated.

Los Angeles Mission College utilizes the District Office Compliance Officers, whose duties include advising, investigating and resolving conflicts in areas such as equal employment, hiring practices, administering discipline, sexual harassment prevention, gender equity, accommodation of the disabled, and complaint resolution. All selection committees include either a compliance officer or an equal employment opportunity representative to ensure that fair hiring practices are followed. In the spring 2012, the District provided training to all College EEO Representatives. The EEO Representative is responsible for compiling all selection process materials during the interviews and distributing them to the administrator in charge.

The College makes provisions for keeping personnel records secure and confidential. Hard copies of all official personnel files are maintained at the District by the HR Division. Electronic personnel records are housed in the SAP (Systems, Applications, and Products) system.
Employees are informed of their right to access to their personnel records, and the District’s SAP Human Resources system provides online access to each employee’s personnel information. The College provides security and confidentiality of employee and prospective employee records under the direction of the equal employment opportunity officer, during the faculty hiring process. The confidentiality of applicant records is upheld by the execution of confidentiality agreements by all members of selection/hiring committees.

Personnel files contain an employee’s work history, original employment application, performance evaluations, leave of absence requests, requests for transfers, notices of outstanding work performance, letters of commendation, notices of unsatisfactory service and the employee responses, resignations and reinstatement requests. The file may contain other records such as criminal convictions, privileged legal correspondence and working papers together with a list of any materials that have been removed from the file.

Los Angeles Mission College maintains a second set of personnel files at the campus Personnel Office. These files consist of leave of absence requests, documentation of disciplinary actions, performance evaluations, and resignations. Material of a derogatory nature must bear the name of the administrator who filed it, the date it was filed, and the employee’s signature verifying that the employee received a copy. If an employee refuses to sign the form, a witness may sign in his/her place. Personnel files are kept on campus in a locked cabinet within the Personnel Office. Individuals who have access to these files include supervisors, administrators, employees of the College or district whose duties are to maintain the files, managers in the employee’s chain of command, Personnel Commission staff, union representatives, Office of the General Counsel staff, Office of Labor Relations staff and senior district administrators. Employees can make request to review their personnel files at any time. When it is necessary to transport or photocopy any portion of a personnel file, reasonable steps are taken to secure the material.

**SELF EVALUATION**

The College makes every effort to maintain the confidentiality of employee records and develop fair employment procedures and policies. Employees have access to their personnel records through the District Human Resources Division and online through SAP. The various collective bargaining unit contracts specify the procedures for employees to access their personnel records (III.A.8a). All files and information related to hiring processes are collected by the EEO and can be requested by job applicants.

EEO Representatives ensure that Los Angeles Mission College adheres to fair employment procedures and practices are directed by the established procedures within the collective bargaining agreements, Board Rules and Personnel guides. All union contracts are made available online for employees to refer to as needed. The Personnel Office also maintains a
current copy for each unit; many unions distribute hard copies to their members. Board Rules and personnel guides are posted on the District Web site.

In order to ensure fair employment practices, the EEO Representative is responsible for explaining to all members of a hiring committee the Committee Members’ Review and Interview Agreement, which states the committee adhere to all equal employment opportunities and practices according to state, federal and district policies. For all full-time academic hires, access to the People Admin applications is not granted until all panel members are instructed about the confidentiality regarding the privileged access to the information. Confirmation of these instructions is reaffirmed by signing the committee members’ review agreement.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**III.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**III.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

**DESCRIPTIVE SUMMARY**

The Los Angeles Community College Non-Discrimination Policy states “The LACCD seeks to implement affirmatively, equal opportunity to all qualified candidates and applicants for employment without regard to race, color, national origin, ancestry, religion, creed, sex, pregnancy, age, disability, marital status, medical condition (cancer related), sexual orientation, or veteran status. Positive action will be taken to ensure that this policy is followed in all personnel practices, including recruitment, hiring, placement, upgrading, transfer, demotion, treatment during employment, rate of pay or other forms of compensation, selection for training, layoff or termination. A vigorous Equal Employment Opportunity Program will be maintained to ensure a diverse work force and to achieve expected representation of qualified members of underrepresented groups through the implementation of specific result-oriented plans and procedures (Board Rule 101301)” (III.A-27). This policy is published in college publications, including the College Catalog, Schedule of Classes, and employment advertisements.
Los Angeles Mission College employed a full-time compliance officer until 2008. Upon the resignation of this employee, the responsibilities were originally reassigned to the areas of the Vice President of Academic Affairs and the Office of the President. In spring 2012, these duties were given to the Vice President of Administrative Services. When necessary, the College may utilize District Office compliance officers. Furthermore, student matters involving physical or mental disability may be directed to the director of Disabled Students Programs and Services. Inquiries may also be directed to the District Office of Diversity Programs (III.A.xx).

All hiring selection committees must have a compliance officer or an equal employment opportunity (EEO) representative present at all times. Currently this individual is assigned by the Vice President of Administrative Services. The compliance officer or EEO Representative collects records for each stage of the selection process including the Campus Interview Committee Members’ Agreement (III.A-27) and Evidence of Effort Report (III.A-28). The compliance officer or EEO Representative must submit the above documentation for a certificated position to its respective administrator in charge before the District Division of Human Resources’ final offer of employment is made. The data are then analyzed to ensure that the pattern of hiring is in accord with state and federal laws and does not indicate any adverse impact against any racial or gender group. For classified employment the Evidence of Effort forms remain in the Administrative Services office.

The Sexual Harassment Policy of the Los Angeles Community College District was established to provide an educational, employment and business environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment (III.A-30). Employees, students, or other persons acting on behalf of the district who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion or termination of contract. Any individual who files a pre-complaint questionnaire or a complaint pursuant to this policy in which he or she knowingly makes false allegations of fact shall also have violated this policy and be subject to applicable or appropriate disciplinary process. LAMC continually conducts bi-annual workplace harassment workshops for managers, supervisors, and department chairs and non-supervisory employees. Additionally, for those unable to attend in-house workshops, the district provides online harassment training for both supervisory and non-supervisory employees.

The District also has a discrimination policy and procedures for complaints under AB 803 (III.A-32, III.A-33, III.A-34), which states that all programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability, and veteran status. All persons making an allegation of discrimination and all persons involved in investigation of
complaints shall have a duty to maintain the confidentiality of the matters discussed. Retaliation against anyone who makes a complaint, refers a matter for investigation or complaint, participates in investigation of a complaint, represents or serves as an advocate for an alleged victim or alleged offender is prohibited and is a violation of this policy. The LAMC Student Equity plan includes data on student progress, such as student transfers, completion of English, Mathematics, ESL and Basic Skills, degrees and certificates (III.A-xx). This plan also sets goals, objectives, and priorities for the improvement of equity and diversity on campus.

After a discrimination complaint is filed, the compliance officer initiates a 30-day review period in an attempt to resolve the complaint informally. If the complaint remains unresolved, the compliance officer conducts a formal and impartial investigation within the next 60 days and prepares a report for review by the College president and the Director of the Office of Diversity Programs. Within 90 calendar days of the complaint filing date, the compliance officer must prepare a letter of determination to the complainant and the alleged offender which includes a summary of the investigation, determination as to whether discrimination did or did not occur, a description of actions taken and the proposed resolution of the complaint. The complainant has a right to appeal the decision in writing to the Board of Trustees and the chancellor within 15 days. If an appeal is filed, the Board of Trustees reviews the original complaint, investigative report, notice of determination, and appeal and issues a final district decision within 45 days. The director of the Office of Diversity Programs forwards a copy of the final decision by the Board of Trustees to the complainant and the state chancellor. Complainants have the right to file written appeals with the state chancellor within 30 days of receipt of the final district determination. When a determination is made that disciplinary action is warranted, it is initiated no later than 10 days after the letter of determination is issued to the complainant and the alleged offender.

SELF EVALUATION
Los Angeles Mission College strives to promote a collegial and non-hostile environment in accordance with the LACCD Board rules and policies, state and federal law, and employee contracts. However, as mentioned previously and in Standard IVA, maintaining collegiality has been challenging at times for the College. In the Fall 2011 Faculty and Staff Survey, 67 percent of respondents agreed or strongly agreed with the following statement: “Mission College demonstrates through its policies and practices an appropriate understanding of and concern for issues of equity and diversity.” In the same survey, 56 percent of respondents agreed or strongly agreed with the following statement: “I am satisfied with the procedures available to resolve problems I may have within the college.” Another 22 percent disagreed or strongly disagreed with this statement (Table 9).

In order to promote collegiality and civility on campus, the President asked the LACCD Director of Diversity and Compliance Officer to hold office hours on campus twice a week for personal
consultations for two weeks during spring 2012. These consultations led to the implementation of several strategies designed to improve the campus climate, including the immediate intervention by outside mediators for two academic departments, Counseling and Child Development, which have an ongoing history of tensions and interpersonal conflicts.

### TABLE 9
**FALL 2011 FACULTY AND STAFF SURVEY (N=136)**

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th>Not Applicable or No Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. Mission College demonstrates through its policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
<td>67</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>46. I am satisfied with the procedures available to resolve problems I may have within the college.</td>
<td>56</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>47. Mission College promotes high ethical standards for faculty, staff and students.</td>
<td>65</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>48. The professional development programs offered to employees reflect work-related needs and interests.</td>
<td>74</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>

The recent revision of the College’s Mission Statement in fall 2012, redefined and broadened the College’s intended population to acknowledge “the diverse communities we serve.” In the summer of 2012, the Chapter Presidents of the AFT Faculty and Classified Guilds along with the Faculty Guild Grievance Representative launched an Anti-Bullyism / Pro-Collegiality campaign to address the declining campus climate at Mission College and to begin discussions which focused on creating a harassment free workplace, as guaranteed by the faculty contract. The President also hosts Town Hall meetings at least twice a semester to discuss issues of concern to the campus. In summer 2012, the President invited the Office of General Counsel to develop and present a workshop entitled “The Brown Act for Campus Groups”. This workshop discussed basic requirements and principles of the Brown Act and provided examples of how the Brown Act should be incorporated into on-campus meetings.

**ACTIONABLE IMPROVEMENT PLANS**

See Standard IV.A.3

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on
identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY
The Professional and Staff Development Committee provides faculty, administration, and classified staff the opportunity to maximize their professional and personal development through a planned program of activities and resources that support the mission and goals of the College. The committee ensures that opportunities for professional growth are made available to faculty, staff, and administrators under the guidelines of AB 1725 (III.A-35) and are posted on its Web site (III.A-xx).

The co-chairs of the Professional and Staff Development Committee attend regular leadership meetings to be informed about any training opportunities that arise. As a standing committee, it reports directly to the College Council on a monthly basis. The primary purpose of the committee is to oversee the professional development of faculty, classified staff, and administrators. All activities provided by the committee are summarized and evaluated in a yearly self-evaluation plan that is submitted to the LAMC College Council (III.A-35a). The committee chairperson keeps all faculty and staff informed of available workshops and trainings through the Professional and Staff Development Web site (III.A.xx). This Web site includes dates of committee meetings, minutes, and training information. In addition to the committee chair, a flex coordinator is in charge of verifying and keeping records of faculty professional development activities and the yearly reporting of flex activity to the State of California Chancellor's Office.

In its continued endeavor to meet the professional and personal development of the staff, the committee creates a "Schedule of Workshops" (III.A.xx) each semester on the committee website. This allows staff and faculty to plan their professional development goals. These workshops vary from pedagogical approaches to general skills development. The activities/workshops are evaluated through surveys to assess the effectiveness of the material given, and all attendees are encouraged to fill out the evaluation form. Evaluations are reviewed by the members of the committee and the Shared Governance Task Force to assess future needs and recommend changes.

The Professional Growth Committee of the Academic Senate supports faculty attendance at conferences, workshops and seminars and may provide tuition reimbursement. As outlined in Article 17 of the AFT College Staff Guild Contract, the Clerical/Technical Unit is eligible to
receive tuition reimbursement. Courses, workshops or organizational activities are eligible for reimbursement. Courses covered for reimbursement are ones that pertain to the employee’s current classification, assist the employee with career advancement and/or retraining, or are recommended by his/her department supervisor or the College president. Reimbursement is allocated once the employee has submitted evidence of successful completion of the course.

In fall 2010, LAMC was awarded a Hispanic Serving Institution (HSI) Title V grant that permits the allocation of funds to be used in conjunction with the Professional and Staff Development Committee to prepare, present and evaluate workshops. The committee has accomplished the following:

- Online training - In conjunction with the Instructional Technology department, two online trainings were provided. DARE to CARE, a DSPS training that aims at awareness of students with learning disabilities and the MS IT Academy to further develop online Microsoft skills.
- General faculty workshops - Faculty presented workshops in their area of expertise.
- Cultural events - the committee has collaborated with the Associated Student Organization (ASO), to enrich our community with events related to African-American History, Armenian Genocide, Cinco de Mayo Celebration and Denim Day Awareness.
- One-on-one training - Academic Affairs and Faculty and Staff development partnered in providing individual training to targeted faculty who needed assistance with online grading, faculty portal, email and the Microsoft Office Suite.
- Customized training - Created individual programs for Admissions and Records, Financial Aid and EOP&S.
- Flex Day - A full day of training devoted to all faculty returning from summer.
- District-wide workshops - Worked with the District Office to present workshops on safety, weapons and workplace violence prevention, Bullying and Gossiping in the workplace and Life after Retirement.

SELF EVALUATION
The Professional and Staff Development Committee has had no yearly budget awarded from the College or state since 2004. However, the functions of this committee, which includes staff and faculty training are viewed as important and vital to the success of this institution. Therefore, resources have been gathered from different areas, such as the Hispanic Serving Institution (HSI) grant, Title V, District Employee Assistance Program (EAP) and Associated Student Organization (ASO) to continue providing training opportunities to the community. For the past five years, the LAMC Foundation has sponsored all the annual Flex Day activities and the President’s Office has subsidized several workshops and staff development in building team cohesiveness.

In the Fall 2011 Faculty and Staff Survey, 74 percent of respondents agreed or strongly agreed with the following statement: “The professional development programs offered to employees
reflect work-related needs and interests.” The vigorous involvement of the Professional and Staff Development Committee has allowed for the development of schedule of workshops for each semester. These workshops have been evaluated by the attendees of the materials, subject matter and effectiveness of the presentation. In addition, the evaluations are reviewed by members of the Professional and Staff Development Committee to assess future needs and recommend changes. The creation of a separate Classified Staff Development Committee has been discussed among senior staff at Los Angeles Mission College. This committee would develop and offer training and education for professional and personal growth.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

All departments and / or divisions within Los Angeles Mission College complete a yearly Program Review to analyze their current and future staffing needs for both classified, unclassified, and academic employees and resource allocations needed to better provide service and enhance institutional effectiveness. Proposed changes to departments are evaluated by the executive staff, ensuring staffing complies with collective bargaining agreements, ensures fiscal responsibility, and meets the College’s needs. Concurrently, the LACCD may provide hiring directives that may supersede the Program Review recommendations. Currently the District allocation model has been reviewed and modified for an additional $480,000 to provide adequate funding to hire seven classified employees (four custodians, one groundskeeper and two trades people) to maintain the new instructional buildings, to ensure they are clean, safe and functional. (III.A-22a) Board Meeting June 13, 2012). The District also analyzed the FON for all nine campuses, and in fall 2012 Los Angeles Mission College hired six new full-time faculty members.

As mentioned earlier, requests to fill faculty positions can be submitted to the Faculty Hiring Prioritization Committee (FHPC) by department chairs, Education Planning Committee, Academic Senate, and vice presidents. The FHPC prioritizes the requests and makes its final recommendations through the Academic Senate to the College President for final approval (III.A-6). Department chairs, program directors, and other managers can initiate requests for additional classified staffing. Classified positions are filled when the appropriate vice president completes a Request for Authorization to fill a classified position (III.A-36) and submits it to the President. Once approved, the Personnel Commission provides a list of qualified candidates that can be interviewed and hired for the position, (III.A-36a).
SELF EVALUATION
Since fall 2007 the College has hired 33 classified employees and 34 faculty positions. While the College’s full-time to part-time faculty ratio is the second lowest in the District (Table 7), LAMC’s faculty, administrators, and classified staff have worked tirelessly to maintain the integrity of the academic programs and student services while consistently working with limited new hires. In spite of challenging budget reductions, the College has been able to maintain a positive ending balance during the last six years. The integration of human resource planning, in conjunction with institutional planning, has permitted the College to proceed in a manner that exemplifies fiduciary responsibility and College effectiveness (III.A-xx).

ACTIONABLE IMPROVEMENT PLANS
No recommendations at this time.
LAMC Hiring Plan

Academic Administrator Hiring
  ↓
  Presidential Approval
  ↓
  LACCD Approval
  ↓
  LACCD Hiring Process
  ↓
  Presidential Approval
  ↓
  LACCD Approval
  ↓
  New Hire

Administrator/Instructional Hiring
  ↓
  Academic Instructional Hiring
  ↓
  Faculty Hiring Prioritization Committee
  ↓
  Presidential Approval
  ↓
  LACCD HR Approval
  ↓
  LACCD Hiring Process
  ↓
  Presidential Approval
  ↓
  LACCD HR Approval
  ↓
  LACCD Hiring Process
  ↓
  Presidential Approval
  ↓
  LACCD HR Approval
  ↓
  New Hire

Academic/Classified Hiring
  ↓
  Classified Hiring
  ↓
  Presidential Approval
  ↓
  LACCD HR Approval
  ↓
  Personnel Commission Approval
  ↓
  Personnel Commission Hiring Procedures
  ↓
  Personnel Commission Approval
  ↓
  New Hire
STANDARD III.A. – DOCUMENTATION

III.A-1 – Minimum Qualifications for Faculty and Administrators in California Community Colleges
III.A-2 – LACCD Human Resources Guide HR –R -100
III.A-3 – California Code of Education Section 87360 (b)
III.A-4 – LACCD Board Rule 10304

LACCD Board Rule: Chapter 10 – Article 1
III.A.2 - LACCD HR Guide HR-R-100
III.A-3 – LACCD Personnel Guide – B456 & B456a
III.A-4 – LACCD Personnel Guide – B531
III.A-5 – LAMC Faculty Hiring Procedures
HR Guides HR, R120, R121, R122, R123, R124, R125, R126, R130
II.A.5.a Notification of Adjunct Faculty Selection form (HR-R-130)
III.A-6 – Title 5 CCR 53020 (a) & (b)
III.A-7 - LACCD
III.A-7 – LACCD Board Rule: Chapter 10 – Article 4
III.A-8 – LACCD Board Rule 10304
III.A.8a – LACCD Board Rule on Employee Access to Personnel File
III.A-9 – AFT Union Contract – Los Angeles College Faculty Guild, Local 1521
III.A-10 – California Education Code Section 87600-87612 & 87620-87626
III.A-10a –HR R-300 Unclassified Employees
III.A-11 – Title 5 CCR 52000-52021
III.A-12 – LACCD Academic Job Posting Samples
III.A-14 – California Teamsters Union, Local 911 Contract
III.A-16 – AFT Union Contract – Los Angeles College Staff Guild, Local 1521
III.A-17 – LA City and county School Employees S.E.I.U Contract, Local 99
III.A-18 – Building and Construction Trades Council, Union Contract
III.A-19 – S.E.I.U Supervisory Employee’s Union, Local 347 Contract
III.A-20 – Personnel Commission Rule 702
III.A.20b – Government Code Section 3540.1(c), HR H-201
III.A-21 – Recommendation for the Incorporation of Student Learning Outcomes in Faculty Evaluations
III.A-22 – LAMC Academic Senate Faculty Ethics Statement
III.A-22a) Board Meeting June 13, 2012
III.A-23 – LACCD Board Rule: Chapter 9 – Article 11
III.A-23a – College Code of Conduct
III.A-24 – LACCD Board Rule: Chapter 1 – Article 2
III.A-25 – LAMC – Fall 2006 WSCH Enrollment Comparison Data
III.A-26 – LACCD Board Rule: Chapter 10 – Article 13
III.A-27 – Campus Interview Committee Members’ Agreement
III.A-28 – Evidence of Effort Report
III.A-29 – LACCD Board Rule: Chapter 15
III.A-30 – LACCD Discrimination Policy and Procedures for Complaints
III.A-31 – LACCD Board Rule: Chapter 16
III.A-32 – LACCD Board Rule: Chapter 10 – Article 9
III.A-33 – LAMC Student Equity Plan
III.A-34 – May 2006 Chancellor Young memo about Los Angeles Mission College
III.A-35 – California Education Code Section 87150
III.A-35a Self-evaluation form
III.A-36 – LAMC Staff Development multi-year plan.
III.A-36a – LAMC HR Hiring Plan
III.A-37 – Title 5 – Center for Excellence in Teaching (http://missioncet.pbwiki.com/)
III.A-38 – Request for authorization to fill an administrative or classified position form
STANDARD III.B: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

Los Angeles Mission College (LAMC) was founded in 1975. It is the youngest of the nine Los Angeles Community College District campuses. For the first 16 years of its existence, the College operated out of scattered storefronts throughout the northeast San Fernando Valley, including locations in the cities of San Fernando, Sylmar, Pacoima, Mission Hills, Sunland, Tujunga, Granada Hills, and Sun Valley. In 1991, the College moved to its permanent home, a 22-acre campus in Sylmar, adjacent to El Cariso Park and Golf Course. The original campus had the following three permanent buildings:

- Instructional Administration Building
- Campus Center
- College Services Building

By 1996 a fourth permanent building was added, the Library and Learning Resource Center. Another instructional building, the Guadalupe Ramirez Collaborative Studies Building opened in 2002. During this time, many classes were also taught in temporary facilities and off-site locations, due in part to the lack of permanent buildings and adequate facilities. For example, most Physical Education and Arts classes were taught in leased, off-site locations, which was challenging for the department chairs and administrators supervising these areas. The College did not have enough land to build facilities to house all of its disciplines according to its Facilities Master Plan. For many years, the College administration tried to acquire additional land from El Cariso Park and Golf Course to expand the campus, but negotiations ultimately proved unfruitful.

In 2007, LAMC finally expanded its footprint to 33 acres, by acquiring an 11-acre parcel at the corner of Eldridge and Harding Streets. This area is 0.3 miles away from the main campus and is now referred to as the East Campus Complex. The East Campus was opened in 2011 when construction of the Health, Fitness, and Athletics Complex was completed. The East Campus currently contains two state-of-the-art instructional buildings, 400 parking spaces, and a Central Plant.

The following permanent structures, with more than 530,000 square feet of instructional and support service facilities, are currently part of the Main and East campuses (III.B-1):
<table>
<thead>
<tr>
<th>Building</th>
<th>Square Footage</th>
<th>Year Built</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Administration Building</td>
<td>75,723</td>
<td>1991</td>
</tr>
<tr>
<td>Campus Center</td>
<td>46,725</td>
<td>1991</td>
</tr>
<tr>
<td>College Services Building</td>
<td>14,400</td>
<td>1991</td>
</tr>
<tr>
<td>Library and Learning Resource Center</td>
<td>57,503</td>
<td>1996</td>
</tr>
<tr>
<td>Collaborative Studies Building</td>
<td>21,456</td>
<td>2002</td>
</tr>
<tr>
<td>Modular 8</td>
<td>962</td>
<td>1989</td>
</tr>
<tr>
<td>Health Center Bungalow</td>
<td>720</td>
<td>2008</td>
</tr>
<tr>
<td>Instructional Bungalows 1-8</td>
<td>Each 962</td>
<td>2007-10</td>
</tr>
<tr>
<td>Center for Child Development Studies</td>
<td>26,000</td>
<td>2008</td>
</tr>
<tr>
<td>Facilities Administration</td>
<td>2,873</td>
<td>2008</td>
</tr>
<tr>
<td>Facilities Warehouse Shops</td>
<td>8,000</td>
<td>2008</td>
</tr>
<tr>
<td>Culinary Arts Institute and Eagles Landing Bookstore</td>
<td>77,000</td>
<td>2010</td>
</tr>
<tr>
<td>Cultural Arts Center 1</td>
<td>1,920</td>
<td>2008</td>
</tr>
<tr>
<td>Cultural Arts Center 2</td>
<td>1,911</td>
<td>2010</td>
</tr>
<tr>
<td>Health, Fitness, and Athletics Center (East Campus)</td>
<td>93,011</td>
<td>2011</td>
</tr>
<tr>
<td>East Central Plant</td>
<td>5,867</td>
<td>2011</td>
</tr>
<tr>
<td>Center for Math and Science (East Campus)</td>
<td>95,094</td>
<td>2012</td>
</tr>
</tbody>
</table>

The College has recently been able to expand and modernize its facilities in an unprecedented manner due to voter approval of three construction bond measures: Proposition A (2001), Proposition AA (2003) and Measure J (2008), which raised $6 billion for the modernization and expansion of the nine campuses of the Los Angeles Community College District. Los Angeles Mission College’s portion of these three bond measures totals $450 million, which has allowed the College to undertake and complete a large number of construction projects including several state-of-the-art instructional buildings, parking facilities, and campus wide modernization projects (Table 2). These funds also include $25 million to build a satellite center.
# Table 2

## A. Bond Funded Major Construction Projects (As of October, 2012)

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
<th>Square Feet</th>
<th>Estimate at Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services Bldg. Expansion</td>
<td>Completed in 2004</td>
<td>2,500 sq ft</td>
<td>$1,933,654</td>
</tr>
<tr>
<td>Parking Structure A Photovoltaic Panels</td>
<td>Completed in 2007</td>
<td>384,000 sq ft</td>
<td>$27,906,971</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,220 park. spaces</td>
<td></td>
</tr>
<tr>
<td>Campus Center Remodel (Title V Lab)</td>
<td>Completed in 2007</td>
<td>N/A</td>
<td>$804,087</td>
</tr>
<tr>
<td>Child Development Center</td>
<td>Completed in 2008</td>
<td>26,000 sq ft</td>
<td>$13,243,214</td>
</tr>
<tr>
<td>Campus-Wide Improvements</td>
<td>Completed in 2008</td>
<td>N/A</td>
<td>$749,150</td>
</tr>
<tr>
<td>Sheriff Station</td>
<td>Completed in 2008</td>
<td>1,220 park. spaces</td>
<td></td>
</tr>
<tr>
<td>Campus-Wide Infrastructure</td>
<td>Completed in 2009</td>
<td>N/A</td>
<td>$13,289,429</td>
</tr>
<tr>
<td>Temporary Facilities-Demolition</td>
<td>Completed in 2009</td>
<td>N/A</td>
<td>$21,412</td>
</tr>
<tr>
<td>Instructional Building Remodel</td>
<td>Completed in 2010</td>
<td>N/A</td>
<td>$5,501,363</td>
</tr>
<tr>
<td>RWGPL-Improvement Overall Facilities</td>
<td>Completed in 2010</td>
<td>N/A</td>
<td>$3,918,237</td>
</tr>
<tr>
<td>Health, Fitness, and Athletics Center-East Campus</td>
<td>Completed in 2011</td>
<td>93,000 sq ft</td>
<td>$49,750,478</td>
</tr>
<tr>
<td>Culinary Arts Institute and Student Store</td>
<td>Completed in 2011</td>
<td>77,000 sq ft</td>
<td>$52,292,949</td>
</tr>
<tr>
<td>Center for Math and Science-East Campus</td>
<td>Completed in 2012</td>
<td>95,300 sq ft</td>
<td>$86,341,248</td>
</tr>
<tr>
<td></td>
<td></td>
<td>400 park. spaces</td>
<td></td>
</tr>
<tr>
<td>Media Arts Center</td>
<td>In Construction</td>
<td>53,400 sq ft</td>
<td>$29,527,597</td>
</tr>
<tr>
<td>Campus Demand Side Management</td>
<td>In Construction</td>
<td>N/A</td>
<td>$5,170,790</td>
</tr>
<tr>
<td>Central Energy Plant</td>
<td>In Planning</td>
<td>26,000 sq ft</td>
<td>$2,282,172</td>
</tr>
<tr>
<td>RWGPL-Pedestrian Access/Street Impr.</td>
<td>In Planning</td>
<td>N/A</td>
<td>$456,638</td>
</tr>
<tr>
<td>Learning Assistance Center</td>
<td>In Design</td>
<td>N/A</td>
<td>$1,887,653</td>
</tr>
<tr>
<td>Campus Modernization Phase 1</td>
<td>In Design</td>
<td>N/A</td>
<td>$19,494,143</td>
</tr>
<tr>
<td>Campus Modernization Phase 2</td>
<td>In Design</td>
<td>N/A</td>
<td>$13,728,933</td>
</tr>
<tr>
<td>Learning Assistance Center</td>
<td>In Design</td>
<td>N/A</td>
<td>$1,887,653</td>
</tr>
<tr>
<td>Athletic Complex</td>
<td>In Moratorium</td>
<td>14.73 acres</td>
<td>$25,173,527</td>
</tr>
<tr>
<td></td>
<td></td>
<td>175 park. spaces</td>
<td></td>
</tr>
<tr>
<td>Student Services/Administration Building</td>
<td>In Moratorium</td>
<td>63,250 sq ft</td>
<td>$33,423,584</td>
</tr>
<tr>
<td>Parking Structure B</td>
<td>Cancelled</td>
<td>N/A</td>
<td>$0</td>
</tr>
<tr>
<td>Plant Facilities and Central Plant</td>
<td>Cancelled</td>
<td>N/A</td>
<td>$1,534,622</td>
</tr>
<tr>
<td>Subtotal Major Projects</td>
<td></td>
<td></td>
<td><strong>$393,439,732</strong></td>
</tr>
</tbody>
</table>
Since the last accreditation visit in 2007, the campus has opened a parking structure, two parking lots, and four new instructional buildings: the Center for Child Development Studies, the Culinary Arts Institute/Eagles Landing Student Store, Health, Fitness, and Athletics Center, and the Center for Math and Science. These new facilities are described below:

**Main Campus Parking Structure:** This parking facility was completed in 2007 and has 1220 parking spaces which provide sufficient on-campus parking for the current student population and all faculty and staff. The structure is three stories high and has four parking levels with a photovoltaic farm on the roof which generates green power for the campus and provides shaded parking spots on the top floor of the structure. The facility has state-of-the-art lighting, beautification landscaping, and security phones, as well as closed-circuit cameras for the protection of all users.

**Center for Child Development Studies:** This 26,000 square foot facility opened in spring 2008 and provides a child care and development center, three classrooms, laboratories, offices, conference rooms, and storage space. The building houses offices for faculty and staff in the Child Development Department and Child Development Center.

**Health, Fitness and Athletic Complex (HFAC):** This was the first building that opened its doors as part of the East Campus in the spring of 2010. The 93,000 square foot facility houses a gymnasium, indoor running track, fitness center, three aerobic/dance studios, five lecture classrooms, conference room, locker rooms, and is able to accommodate adaptive PE classes. In addition to its academic programs, the HFAC houses faculty/staff, student and community fee

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**TABLE 2**

**B. LAND ACQUISITIONS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Campus, Church Property (Hubbard and Eldridge)</td>
<td>$5,679,158</td>
</tr>
<tr>
<td>East Campus, Pentecostal &amp; Syrian Church Properties (Hubbard and Eldridge)</td>
<td>$9,963,576</td>
</tr>
<tr>
<td>Swing Space, Hubbard Street Nursery Property</td>
<td>$2,045,047</td>
</tr>
<tr>
<td><strong>Subtotal Land Acquisition</strong></td>
<td><strong>$16,982,734</strong></td>
</tr>
</tbody>
</table>

**TABLE 2**

**C. PROJECT SUPPORT SERVICES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimate at Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Planning-Environmental Impact Report</td>
<td>$4,275,170</td>
</tr>
<tr>
<td>Traffic Mitigation</td>
<td>$0</td>
</tr>
<tr>
<td>Campus Project Support</td>
<td>$35,880,813</td>
</tr>
<tr>
<td>Bulk Procurement</td>
<td>$349</td>
</tr>
<tr>
<td><strong>Subtotal College Support Services</strong></td>
<td><strong>$40,156,333</strong></td>
</tr>
<tr>
<td><strong>TOTAL LOS ANGELES MISSION COLLEGE PROJECTS</strong></td>
<td><strong>$450,578,799</strong></td>
</tr>
</tbody>
</table>
based fitness and wellness programs. The Athletic Department has also been able to add a women's volleyball program to take advantage of the College's first ever onsite facility. The facility has offices for faculty and staff in the Health and Physical Education Department and the Athletics Program.

**Culinary Arts Institute (CAI) and Eagles Landing Student Store:** This three-story, 77,000 square foot building opened in the fall of 2011. The new facility provides seven modern lecture classrooms, six specialty kitchen laboratories, dining rooms for students and faculty/staff, faculty offices, a conference room, large meeting rooms, and storage for the Culinary Arts program. All kitchens are equipped with state of the art equipment, walk-in freezers/refrigerators, along with television monitors/cameras. The facility has offices for faculty and staff in the Professional Studies Department. An Organic Herb Garden is used as an outside instructional area. The Eagle’s Landing Student Store was relocated to this facility.

**Center for Math and Science (CMS):** This 95,300 square foot classroom and laboratory building opened for classes in the fall of 2012. This facility has joined the HFAC as part of the East Campus of Los Angeles Mission College and provided over 400 much needed parking spaces. The building contains an auditorium, 12 state-of-the-art science laboratories and 19 classrooms for biology, anatomy, physiology, microbiology, chemistry, physics, and mathematics. The building also has conference rooms and office suites to accommodate three academic departments (Life Sciences, Physical Sciences, and Mathematics) and the STEM (Science, Math, Engineering, and Math) Center.

**Center for Math and Science Parking Lots:** Separate student and faculty/staff parking lots were opened in the fall of 2012. These lots provide over 400 parking spots for students, faculty, and staff on the East Campus.

The addition of these four new instructional buildings has increased the number of lecture classrooms by 34 and laboratories by 12, which can accommodate over 1,500 students at any given time. As a result of the completion of these new instructional buildings, the College no longer leases any off-campus facilities, but still offers classes at a number of locations in the area to serve the surrounding community, including San Fernando High School, Cesar Chavez Learning Academies, Sylmar High School, Community Charter High School and ArTes High School.

One additional instructional building is currently under construction and described below.

**Media Arts Performance Center 2009-2013:** This project will include the expansion necessary to support the Multimedia and Art programs at their current level and provide “growth” space. In addition, it will bring together performance and exhibition space for the arts, music, and theater arts program which are currently housed in other temporary campus facilities.

The remaining funds from Propositions A and AA, and Measure J are planned to be used to renovate, construct, and/or equip the following facilities as follows:

- Renovations to existing campus buildings
- Central Energy Plant
- Campus wide Infrastructure and American with Disabilities Act (ADA) improvements and upgrades
Other projects included in the Facilities Master Plan but currently on the District Moratorium list:

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

In December 2011, after a series of critical articles published in the Los Angeles Times about the management of the $6 billion LACCD Building Program, the District imposed a Moratorium on all new construction projects. The purpose of the Moratorium was to address the following issues:

- Whether given the combination of severe state budget cuts and an approximately 60% increase in facilities space, the District could afford the increased costs to properly operate and maintain the campuses
- Whether given the projected costs of completing the entire building program, there would be sufficient capital funds to build all the planned projects with currently authorized funds
- Whether given the passage of more than a decade since the first bond measure was approved, the planned facilities match up with the projected needs of the nine campuses.

Some of the College projects that were placed on the moratorium are described below.

**Central Energy Plant 2012-2013:** The Central Energy Plant project proposed for Los Angeles Mission College (LAMC) includes the design and construction of a central facility that will produce and distribute chilled water for air-conditioning and hot water for heating to multiple buildings on the Main Campus. The thermal energy created for heating and cooling will use a Distributed Generation (DG) design capable of cogeneration, whereby electricity will be generated from clean energy sources that include solar photovoltaic modules and natural gas micro-turbines. Waste heat from the micro-turbines will power dual-fuel absorption machines for cold water generation and will use heat exchangers for hot water generation and distribution. The project will be constructed on a vacant pad located at the northeastern corner of the campus. The plant will be capable of generating up to 1.4 MW of peak electrical energy and 900 tons of cooling capacity. Solar energy systems installed on a portion of the buildings at LAMC will collectively generate approximately 800 kW of electrical peak generation and will produce over 1,000,000 kWh in annual energy output. In addition to turbine generators, the plant will include boilers, cooling towers, electrical switchgear, water distribution pumps, and mechanical appurtenances. A centralized building automation system will monitor and optimize the production and distribution of energy throughout the LAMC campus. Because of escalating electrical energy costs, favorable natural gas pricing, and the role that natural gas will play in the future U.S. energy economy, the new Central Energy Plant is projected to save over 60 percent of the typical operating cost of individual buildings using conventional packaged HVAC equipment. The College is exploring entering five to ten-year natural gas purchase agreements to realize these savings. These savings will be used for repair, replacement, and enhancement of all new and existing buildings. In addition, this plan is estimated to reduce LAMC’s carbon footprint by 70 percent.
Student Services/Administrative Building 2013-2014: This project will bring together administrative offices and student services offices and functions that are currently housed in various buildings on the campus. It will provide a central location and full services for student activities. Adjacent outdoor areas for informal meetings and lounge space will also be an essential component of this new facility.

The Los Angeles Mission College Facilities Master Plan (FMP) drafted in March 2007 and updated in 2009 was created to serve as a guide for current and future campus development. The Educational Master Plan (EMP) served as the driving force behind the Facilities Master Plan. It includes a conceptual plan and narrative description of the College’s strategy to support the initiatives identified in the Educational Master Plan. It supports the identified growth projections, translates educational program needs to facilities recommendations and positions the College to maximize funding sources. The planning process for the development of the FMP was a highly participatory one involving a close collaboration between the Campus and District Leadership, College Council, the Facilities Planning Committee and the College Citizens’ Oversight Committee. The process included a series of campus and community meetings of key stakeholders to broaden the planning perspective and enhance the acceptance of the recommendations.

The Facilities Master Plan process involved:

1. Analysis of Existing Conditions
2. Development of Options permissible through the LACCD Bond Measures
3. Plan Development
4. Implementation

Los Angeles Mission College reviews and analyzes the needs of programs and services when planning its buildings through the use of Program Review and annual unit plans, the Educational Master Plan, and architectural planning. The College takes into consideration all budgeting encumbrances, dialogue and collaboration among all entities on the campus, information and technology needs, overall community needs, and institutional research. In November 2011, the Board of Trustees placed a moratorium on all current and future projects identified in the Facilities Master Plan. The Board of Trustees has asked the District leadership to complete a cost of ownership analysis on new and planned buildings. Campus Leadership is working closely with District Leadership to remove projects from the moratorium.

The objectives of the Facilities Master Plan align with the objectives of the Educational Master Plan:

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

The College currently follows a Special Repairs Five-Year Plan (SMSR 5YP) which is updated
annually as required by the State of California. The SMSR Plan ensures continuation of a multi-year maintenance program to provide clean, safe, and functional campus facilities.

The Director of College Facilities oversees the overall maintenance and safety of the main campus and reports to the Vice President of Administrative Services. College Facilities has a staff of approximately 35 people, with one director, three supervisors, one operations manager, one general foreman, nineteen custodians, two gardeners, seven trades people, and one clerical staff person. College Facilities is organized into two main areas: Plant Facilities and Maintenance and Operations. The Maintenance and Operations Department is supervised by a manager who oversees custodial, shipping, receiving, and reprographics services. The Plant Facilities Department is supervised by a general foreman who oversees gardening, electrical, ventilation, plumbing, painting, carpentry, and other related services.

LAMC closely adheres to all Federal, state, and local agencies which mandate air quality levels, inspection of safety vessels, operation and inspection of automatic devices, and storage of hazardous material. The facilities safety standards by California Occupational Safety and Health Act (Cal OSHA) regulate machinery and workplace conditions. Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards. State agencies regulate lighting, fire escape procedures, exit doors, and fire extinguisher inspection. Federally mandated regulations through the Americans with Disabilities Act (ADA) are applied to Los Angeles Mission College facilities. All new building projects follow these standards.

The Five-Year Facilities Construction Plan and the Annual Space Inventory Report include the capacity/load ratios, which are based on current and projected enrollments. These figures are developed in FUSION (Facility Utilization, Space Inventory Options Net), which is a framework designed for the California Community Colleges (CCC). FUSION is a Web-based system that streamlines the CCC’s current facilities planning process and works in conjunction with the California State Department of Finance. The statistics in the plan show evidence of available square footage compared to utilization. The Maintenance and Operations Department and the Vice President of Administrative Services update these plans yearly (III.B-1) (III.B-2) (III.B-11).

The District Risk Management Department regularly makes recommendations to improve campus safety. This department evaluates programs, projects, and facilities to identify liabilities and exposure, develop loss control programs, and implement risk-avoidance programs including staff training and development.

Plant Facilities has instituted an online work request process (TAMIS) to enable all campus constituencies to request facility improvements or repairs. For example, faculty and staff can enter a request for repairs or office upgrades directly to Plant Facilities online through the TAMIS work order process. Another avenue to address facility issues is the Work Environment Committee (WEC). The WEC is an AFT Faculty Guild committee that reports to the College President and works closely and conjunction with the Facilities Planning Committee. SELF EVALUATION

With the addition of the East Campus, Culinary Arts Institute, Center for Child Development Studies, and the Media Arts Performance Center, Los Angeles Mission College is making strides to meet the educational demands of the communities it serves. When all projects are complete,
Los Angeles Mission College will have the capacity to serve a population of approximately 15,000 students.

The Office of Academic Affairs created an Enrollment Management Committee to increase student enrollment and maximize the efficiency of classroom usage. To schedule classes and maximize room occupancy, a variety of software are utilized and monitored for classroom efficiency. Academic Affairs manually assesses and tracks occupancy of each classroom and uses it to evaluate classroom usage. Each department analyzes its enrollment data to evaluate the level of growth, the need to increase or decrease sections, and to justify changes in classroom locations. The Office of Academic Affairs identified two pressing issues that limited enrollment management efforts: the need for additional large capacity lecture classrooms and additional laboratory facilities for the sciences. These needs were incorporated into the Facilities Master Plan and have been largely addressed through the construction of the new Center for Math and Sciences. Since the last accreditation report, the College has improved its large capacity lecture classrooms as well as greatly increased laboratory facilities for math and science with the opening of the Center for Math and Science Center.

The Facilities Construction Plan utilizes capacity/load ratios to identify and evaluate current and future physical resource needs. Committees such as College Council and the Work Environment Committee also participate in evaluating the institution’s facilities needs.

All building exteriors are maintained by the Plant Facilities Department and are in good condition. The older buildings, such as the Collaborative Studies Building and Instructional Administrative Building, interiors are outdated and could be improved by better space planning, upgrading interior finishes, acoustic treatment, furnishings, and signage.

The College Curriculum Committee and the Distance Education Committee assist the Information Technology (IT) Department and the Plant Facilities Department by recommending improvements in infrastructure support for equipment needed for distance education delivery. Ted Tokio Tanaka Architects (TTTA) conducted a survey in 2004 to analyze the existing campus conditions. During this process, the TTTA team performed a thorough photo-survey on campus as well as a careful review of relevant existing building/site documents. The findings clearly identified all campus areas that are in need of both functional and aesthetic improvement. The TTTA team also identified issues that need to be addressed as it proceeds with implementing the College Master Plan. The goal of the TTTA team was to develop a set of comprehensive design guidelines aimed to facilitate the successful achievement of the campus vision stated in the College Master Plan which included the acquisition of the adjacent property to the north of the campus in El Cariso Park. When the District was unable to reach an agreement with the Los Angeles County Government on the acquisition of this property, we had to redo the Master Plan and submit a new EIR for the new plan for the purchase of the property at the corner of Eldridge and Hubbard Streets. Leo Daily was the architect and designer who developed the 2007-2009 Master Plan. This design of this plan will assist Los Angeles Mission College with creating a user-friendly, attractive, and functional educational environment (III.B-6).

The Spring 2012 Student Survey of 3,219 Los Angeles Mission College students included questions to assess the impact of campus construction on students (III.B-12). In this survey, 71 percent of students either strongly agreed or agreed that the college has made a good effort to reduce the impact of construction on students (Table 3). In the Fall 2011 Faculty and Staff
Survey, 80 percent of respondents either agreed or strongly agreed with the statement “I am kept aware of construction activities that are being planned and going on at the college.” Both of these surveys indicate that the College has been fairly successful in these areas by keeping its constituents informed and minimizing the impact of construction on proving instruction and student services.

The replacement of hardware, mechanical equipment, furniture, or fixtures is frequently a challenge, but Los Angeles Mission College manages well with the resources it currently has. While many departments would like to order new and updated equipment, priority funding is normally routed to equipment that is in violation of safety or regulatory standards or is obsolete. Some areas and programs are able to obtain external funding for these purposes.

The Work Environment Committee (WEC) works collaboratively with Plant Facilities, the Facilities Planning Committee, and College Council to discuss and make recommendations to remedy any problems that affect the overall operation, maintenance and safety of students and staff at Los Angeles Mission College. One of the main goals of the committee is to promote informed and constructive dialogue for the effective development of a safe work environment. In order to accomplish this goal, the WEC reviews, recommends, and/or approves space utilization, remodeling of existing facilities, and safety issues.

Through the review of the Educational, Facilities, and Technology Master Plans, Program Review, and requests for equipment, the College is able to evaluate and prioritize the need for physical resources. When determining equipment replacement for program and service needs, Los Angeles Mission College reviews federal, state, and county code regulations while abiding by district purchasing policies. In meeting the needs of its programs and services, the College evaluates the effectiveness of the facilities and equipment by gathering information from various sources. The College also reuses salvageable equipment in order to keep technology costs at a minimum while planning for future growth in technology.

As discussed in the 2009 College Master Plan, the campus uses 61 percent of its space for classrooms and another 20 percent for support staff. This means that of the 530,000 gross square feet, over 80 percent is currently being utilized to offer instruction and services on campus, which supports the plan to update, build, renovate and maintain the College in accordance with the Master Plan.

**ACTIONABLE IMPROVEMENT PLAN**

The Facilities Planning Committee and College Council will ensure that all constituent groups are familiar with the progress of the Facilities Master Plan by providing regular updates to the campus community.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**DESCRIPTIVE SUMMARY**
Los Angeles Mission College’s main campus is located at the intersection of Hubbard and Eldridge Streets in Sylmar, California. This is a mostly a residential area. The East border of the campus is the El Cariso Golf Course and on the North border is El Cariso Park. The parking lots have several paved walkways that lead to the campus. The Plant Facilities building has its own entrance along the rear fire access road as does the bookstore facility and the Culinary Arts Institute, which also have loading docks. The East Campus, consisting of the Health, Fitness, Athletics, Center (HFAC) and the Center for Math and Science (CMS) is located at the intersection of Eldridge and Harding and is bordered by a residential area, golf course and Maclay Street.

The Los Angeles Community College District has a contract with the Los Angeles County Sheriff’s Department for its campuses. A staff of 15 provides service to Los Angeles Mission College students, faculty, and staff 24 hours a day, seven days a week, including one full-time Sheriff Deputy who works at the Main and East Campuses, seven cadets who patrol the Main and East Campuses, and seven security officers who work on the Main and East Campus locations. Due to contractual agreements with the Sheriff’s Department, additional security companies cannot be used for special events. However, special event planning does include additional funds for security personnel. All of the event security needs are analyzed on a case-by-case basis and the appropriate amount of security is allocated for each event.

Once a year, the District Risk Management Department, along with the District Safety Compliance Officer, and its insurance carrier, Global Insurance Co., conducts a campus safety hazard and building hazard inspection. If any problems are found, they make recommendations to the Operations and Facilities Departments for corrective actions and/or to eliminate any problems. Additionally, there is a mechanism for staff, students, and faculty to report problems with safety, lighting, and cleanliness to the Maintenance and Operations Department. An online work order can be generated and is evaluated immediately to determine a course of action. The Work Environment Committee (WEC) reviews all safety issues on campus and makes recommendations for corrections. Furthermore, the members of the WEC are responsible for ongoing site inspections in their respective work areas.

The College developed an Emergency Preparedness Plan (III.B-15) in 2005 to respond to a wide range of scenarios including bomb threats, earthquakes, fire, flooding, terrorist attacks, utility outages and hazardous material incidents. An emergency preparedness task force was formed to review this plan in 2010. The task force included the sheriff, a representative from plant facilities and a representative from Academic Affairs. An all-campus earthquake and evacuation drill was conducted in October 2010 and 2011 as part of the state wide earthquake drill—California Shake Out. This drill tested LAMC’s emergency and evacuation procedures.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Exterior walkway and parking lot/structure lights function properly.</td>
<td>84</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>16. I am kept aware of construction activities that are</td>
<td>80</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>
The College Facilities Department has a key policy (III.B-16) to safeguard campus buildings. The policy requires that department chairs or supervisors approve the issuance of keys to faculty and staff. Keys are not transferable. In addition, keys are not issued to student workers, and employees must turn in keys at the end of their assignments. In 2006, the College Council approved a Facilities Use Policy which covers general use of campus grounds, facility and space use guidelines, and fees and payment schedules for the use of facilities (III.B-17).

**SELF EVALUATION**

The Maintenance and Operations Department handles safety concerns in a timely fashion. Requests that are not emergencies or do not pose an immediate threat to safety are prioritized and completed when staff becomes available. The District adopted a new funding model for Maintenance and Operations in June 2012 and LAMC received an additional $450,000 to hire staff to maintain the new facilities.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Interior/exterior areas of campus are clean and litter free.</td>
<td>78</td>
<td>17</td>
</tr>
<tr>
<td>9. Food service areas (including staff lounges) are clean, tidy, and pleasant.</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>1. Building entries, lobbies, hallways, elevators, and stairs are clean.</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>8. Office floors, walls, and flat surfaces are clean.</td>
<td>72</td>
<td>14</td>
</tr>
<tr>
<td>2. Trash and recycling receptacles are conveniently located throughout the campus and are emptied regularly.</td>
<td>71</td>
<td>22</td>
</tr>
<tr>
<td>14. Facilities and Operations personnel are responsive to emergencies.</td>
<td>71</td>
<td>3</td>
</tr>
<tr>
<td>17. The Facilities and Operations Department meets my overall expectations.</td>
<td>71</td>
<td>17</td>
</tr>
<tr>
<td>12. Office trash and recycling receptacles are emptied regularly.</td>
<td>70</td>
<td>17</td>
</tr>
<tr>
<td>7. Classroom furniture is clean, in good repair, and arranged in an orderly fashion.</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>13. Special events are set up properly and in a timely manner.</td>
<td>65</td>
<td>3</td>
</tr>
<tr>
<td>6. Classroom floors, walls, and flat surfaces are clean.</td>
<td>62</td>
<td>18</td>
</tr>
<tr>
<td>5. Restroom trash receptacles are emptied regularly.</td>
<td>54</td>
<td>29</td>
</tr>
<tr>
<td>4. Restroom supplies (soap, paper towels, toilet paper) are restocked regularly.</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>3. Restroom floors, walls, and partitions are clean.</td>
<td>44</td>
<td>35</td>
</tr>
</tbody>
</table>

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The Maintenance and Operations Department handles safety concerns in a timely fashion. Requests that are not emergencies or do not pose an immediate threat to safety are prioritized and completed when staff becomes available. The District adopted a new funding model for Maintenance and Operations in June 2012 and LAMC received an additional $450,000 to hire staff to maintain the new facilities.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree or Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. I feel safe and secure on this campus.</td>
<td>94</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>78k. I would encourage others to attend this college</td>
<td>92</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>83. The grounds and public areas are clean and well maintained</td>
<td>84</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>80. Campus buildings are clean and well maintained</td>
<td>81</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>84. The campus is free of safety hazards</td>
<td>80</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>81. Food service on this campus is sufficient</td>
<td>79</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>87. The parking lots are safe, well lighted, and well maintained</td>
<td>75</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>85. The campus has adequate outside lighting after dark</td>
<td>72</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>88. The college has made a good effort to reduce the impact of construction on students</td>
<td>71</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>82. The restrooms on this campus are clean and well maintained</td>
<td>63</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>86. Sufficient parking is available on campus</td>
<td>60</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

In May of 2006, the College purchased and installed a new online Web-based work order system called the TAMIS system. This system is accessible to all campus Web users from the Los Angeles Mission College Web site and can be used to submit online work requests to Facilities, Maintenance and Operations and the IT Departments. It provides automatic e-mail receipt of work orders by maintenance, assignment to maintenance personnel and verification and completion of close out. The person who enters the work order can track the progress of his/her request online from start to finish.

The College maintains all crime statistics in conjunction with the Sheriff’s Department. All crime statistics are published every year in October pursuant to the Clery Act. This report can be found on College’s Web site. In the most recent report, October 2012, only three offenses were mentioned.

The Spring 2012 Student Survey of 3,219 Los Angeles Mission College students included questions to assess students’ perception of the adequacy, maintenance, and safety of campus facilities (III.B-12). In this survey, at least three-quarters of students either strongly agreed or agreed with the following statements: I feel safe and secure on this campus (94%), I would encourage others to attend this college (92%), The grounds and public areas are clean and well maintained (84%), The campus is free of safety hazards (80%), Food service on this campus is sufficient (79%), and The parking lots are safe, well lighted, and well maintained (75%).
items that received lower marks were: *The restrooms on this campus are clean and well maintained* (63%) and *Sufficient parking is available on campus* (60%). The lack of parking became more of a problem for some students after the opening of the Health, Fitness, and Athletic Center in 2011, because there was no parking lot for students on the East Campus for more than one year. During this time, students were transported from the Main Campus to the East Campus by a shuttle service. Since the opening of the Center for Math and Science with 400 parking spaces in fall 2012, this has become less of a problem.

The Fall 2011 Faculty & Staff Survey included questions to assess the perception of employees about the adequacy, maintenance, and safety of campus facilities (III.B-12). In this survey, at least three quarters of respondents agreed or strongly agreed with the following statements: *Exterior walkway and parking lot/structure lights function properly* (84%), *Interior/exterior areas of campus are clean and litter free*, and *Food service areas (including staff lounges) are clean, tidy, and pleasant* (Table 4). However, as in the 2012 Student Survey, restroom maintenance and cleanliness seemed to be a concern. Less than half of all respondents agreed or strongly agreed with the following statements: *Restroom supplies (soap, paper towels, toilet paper) are restocked regularly* (47%) and *Restroom floors, walls, and partitions are clean* (44%).

Another area that the Fall 2011 Faculty & Staff Survey assessed was the awareness of and satisfaction with the campus request processes for facilities and computer, and telephone. Based on the responses, it appears that most employees are familiar with how to place a work order request. However, satisfaction with the timely completion of Campus Facilities, Custodial, Building and Grounds Requests was rated somewhat lower than most other items.

### Fall 2011 Faculty/Staff Survey

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Do you know how to place a work request for Campus Facilities, Custodial, Building and Grounds?</td>
<td>74</td>
<td>26</td>
</tr>
<tr>
<td>20. Do you know how to place a work request for Computer and Telephone?</td>
<td>84</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>All or Most of the Time</th>
<th>Some or None of the Time</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Timely Completion of Campus Facilities, Custodial, Building and Grounds Requests</td>
<td>50</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>20. Timely Completion of Computer and Telephone Requests</td>
<td>74</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Very or Somewhat Satisfied</th>
<th>Not Satisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Satisfaction with Completion of Campus Facilities, Custodial, Building and Grounds Requests</td>
<td>61</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>20. Satisfaction with Completion of Computer and Telephone Requests</td>
<td>78</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

Recognizing the need for additional custodial and maintenance staff as a result of the recent and significant expansion of campus facilities, the District has increased the College allocation to provide additional support staff. The College plans to hire several custodians and trades
employees to address these needs.

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**III.B.2. To assure the feasibility of 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.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**DESCRIPTIVE SUMMARY**

Los Angeles Mission College reviews its facilities needs on an annual basis through the Program Review process. Educational and facilities planning requests for increased space or repair of existing facilities are considered during this process. Approved requests from the campus planning documents are prioritized by the Vice Presidents and included in the Five-Year Facilities Construction Plan submitted to the state. The latest version was submitted on June 1, 2012 (III.B-2). Other requests for space are prioritized by the Facilities and Planning Committee Space Allocation Task Force.

Requests for emergency repairs are made through the online work order process or by calling the Plant Facilities Office.

The Work Environment Committee is a college standing committee chaired by an elected member. Members to this Committee are appointed from various departments to maximize campus representation. The WEC meets monthly and considers requests from multiple sources (departments, faculty, etc.). With the limited physical facilities on campus, the requests usually address changes in the use of existing facilities.

Annual evaluations of campus facilities are made by the Director of College Facilities and the Vice President of Administrative Services. Recommendations for priorities and funding for the scheduled maintenance of existing buildings and grounds are presented to the District’s Facilities, Planning, and Development Department. They are then prioritized with the other nine colleges’ requests, and they are submitted to the state for possible funding. Once the state approves the requests, the funds become available for individual projects on the campuses. The Facilities Planning and Development Department oversees the distribution and expenditures of the funds (III.B-2).

Requests for instructional equipment are addressed through the Program Review and planning process. Vice Presidents review and prioritize requests for equipment annually as part of the operational budget planning process. Additionally, equipment requests may be fulfilled through Specially Funded Programs and grants. These programs utilize an established proposal and allocation process that follow state and federal guidelines for grants and are linked to campus needs identified through the Program Review process.
Scheduled maintenance needs are identified and prioritized for available funding sources by the Vice President of Administrative Services in consultation with the College Plant Facilities Office and the other vice presidents.

Current facilities and equipment needs include:

- Continued maintenance of the landscaping and trees
- Roofing tile repairs campus wide
- Development of "smart" classrooms

Some of these needs are being addressed through state scheduled maintenance funds, while others are being addressed through LACCD Bond A/AA and Measure J funding. As a result of the passage of Bond A in 2001 and Bond AA in 2003 and Measure J in 2008, a process was developed by the administration to create a Los Angeles Mission College Master Plan. A college wide Master Planning Committee was formed in 2001 with large campus membership to address the necessary planning related to Bond A/AA spending. Construction and renovation priorities were identified, discussed, and finalized by a shared governance committee. Facilities planning consultants, as well as architectural consultants, held multiple college wide forums as well as individual task force meetings. Current facilities were analyzed, proposed facilities were conceptualized, and plans were drawn for the Master Plan. Users of each identified facility (as previously listed) formed task forces, which were involved in selecting architects and will be involved in all design phases.

### TABLE 5
ACTIVE PROPOSITION A AND AA PROJECTS

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>PROJECT NUMBER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 04M-4.2-6405 – Media Arts Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.2-6406 – Student Services Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.3-6407.04 – Instructional Student Services Building – Remodel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.3-6408.01 - Campus Center – General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.2-6414 - Plant Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.5-6473.04 - RWGPL – Campus-Wide Landscaping, Irrigation and Signage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 14M-4.3-7415.01 - Instructional Building – General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 14M-4.3-7415.05 - Instructional Building – Culinary and Faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 6
CLOSED PROPOSITION A AND AA PROJECTS

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>PROJECT NUMBER</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 04M-4.3-6407.01 – Instructional Student Services Building Expansion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.3-6407.02 – Roll-up Doors and Kiosk Keyboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 04M-4.3-6408.02 – Campus Center – Flooring Replacement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Long-range capital planning culminated in 2009 with the Facilities Master Plan (FMP) developed by an architect and guided by the Facilities Master Planning Committee. This plan will help guide the build out of Los Angeles Mission College to an institution with 15,000 students. Guiding principles have included completing the College in areas where facilities were missing, such as classroom space, parking, laboratories, office space, and a One-Stop Student Service Center. The plan includes renovating some of the older buildings and several new buildings. Total cost of ownership has been given careful consideration in deciding whether to construct new buildings or renovate existing structures. The uncompleted projects of the Bond A/AA and Measure J are listed in the tables on the next two pages along with the status of each project (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.

SELF EVALUATION

The Work Environment Committee (WEC) designates faculty office space by following parameters set several years ago that involve assigning office space by discipline and seniority. The Bond projects have been largely successful; however, there have been some issues. Some of these issues were highlighted in a series of articles in the Los Angeles Times in 2011 and include non-disclosure of financial interest by the previous Vice President of Administrative Services and payment of invoices without work being completed (III.B.xx). The District has been very aggressive in taking corrective measures to ensure these issues do not occur again.

Starting in the fall of 2005, the Office of Academic Affairs created an Enrollment Management Committee (EMC) to increase the efficiency of the campus space utilization. This made it possible to evaluate enrollment of students on campus and classroom placement to maximize classroom space and to increase the number of full-time equivalent students (FTES). This level of review primarily ensures that regardless of a department classroom request, large classes (50+ students) are assigned to “large lecture rooms.”

There are varied district wide processes already in place to evaluate and prioritize scheduled maintenance needs. Each campus identifies maintenance needs through campus and district staff on an annual basis. This information is then submitted yearly to the state for matching funds in the Scheduled Maintenance Project Program.
In recent times, funding has been the biggest issue limiting responses to some facilities needs. However, additional funds have become available for scheduled maintenance projects as matching funds are obtained from Bond A/AA monies. In fiscal year 2011-12 alone about $270,000 of scheduled maintenance projects have been completed with the College portion of matching funds from the bond. Over the past several years, the bond program has also been instrumental in helping to complete many other projects that have assisted the campus to become more efficient and helped improve working and learning conditions. Below is the list of projects completed as of November 2012 (III.B-3).

Los Angeles Mission College needed a more coordinated and equitable process to ensure all requests for equipment are considered and funds are distributed fairly. Rather than accommodate replacement furniture requests on a case-by-case basis, the College President and the Vice President of Administrative Services asked the Work Environment Committee to coordinate a process for soliciting, reviewing, and prioritizing the procurement of replacement furniture such as chairs, desks and file cabinets, but not electronic or technology equipment. As a result of the bond program, $100,000 was allocated for this purpose. This process was used for the purchase of new office furniture for almost all office staff and was completed in 2009 (III.B-9).

Individual project groups have spearheaded the process of long-range capital planning for Bond A/AA and Measure J capital improvements under the leadership and guidance of the College President, Vice President of Administrative Services, and the Director of Facilities. The new master planner, USR Corporation, and the College project management group, Gateway Science and Engineering, will continue to work on those goals and will combine planning with budget limitations in order to meet priorities of the College (III.B-5).

**ACTIONABLE IMPROVEMENT PLAN**

No recommendations at this time.

**IIIB.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

Physical resource planning begins at the department or program level with identification of physical resource needs. Departments and programs plan for their physical resource needs through the Program Review process and annual budget planning.

Los Angeles Mission College reviews its facilities needs on an annual basis through Facilities Planning Development and the Program Review Process. 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 Committee and then approved through College Council and subsequently included in the Five-Year Facilities Construction Plan submitted to the state. The latest version was submitted on June 1, 2012. Recommendations of priorities and funding for the scheduled maintenance of existing
buildings at LAMC are presented to the President after the Director of Maintenance and Operations and the Vice President of Administrative Services complete an annual evaluation. The nine colleges and the District then meet to discuss priorities for all the colleges and how state funding for scheduled maintenance will be distributed among the Colleges. The Vice President of Administrative Services continually monitors prior year requests and their status. These outstanding needs continually are placed on the current year request.

SELF EVALUATION

The institution bases its physical resource decisions on program and service needs as evidenced by the buildings recently constructed and those in planning stages for construction. Many of these facilities had been previously identified in the Facilities Master Plan. The effective use of physical resources, at least in terms of scheduling classes, is done through the Academic Affairs Office and the Enrollment Management Committee.

In the beginning of the bond program, it seemed that some facilities development and maintenance decisions had been made primarily at the senior staff level without much consultation with faculty and staff. Since the last accreditation visit, however, additional input is now obtained through the Work Environment Committee (WEC), which is a college standing committee with college wide representation. Members to this committee are appointed from various departments and collective bargaining groups to maximize campus representation. In making decisions about work space assignments, this committee, with input from the Maintenance and Operations Department, considers a number of issues such as privacy/confidentiality issues, sufficient working space, location of related offices, ADA, parking access, communication, computer access, and file space. Furthermore, each department now completes a comprehensive Program Review every three years with annual updates of its facility needs. The Program Review process also includes assessment of its Service Area Outcomes along with recommended improvements. This process has resulted in a more inclusive discussion of facilities planning, ensured the integration of physical resource and institutional planning, and assessed the effective use of physical resources.

To allow for an efficient procurement process, larger bulk purchase requests should be considered priority. The bond program seeks to procure furniture, fixtures and equipment primarily by bulk purchasing agreements. Any replacement or new furniture is primarily selected from the catalogs made available to user groups for the Proposition A/AA and Measure J acquisitions. User groups on occasions have visited vendor showrooms to get a first-hand feel for the furniture. The user groups make recommendations to the President for acquisitions. Recommendations consider the critical elements of budget and college standards.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
STANDARD III.B. – DOCUMENTATION

III.B-1 LACCD 2005-06 Space Inventory Report
III.B-2 LACCD 2007-2011 Five-Year Facilities Construction Plan
III.B-4 Gensler LAMC Master Plan Analysis and Planning, February 2002
III.B-5 USR Corporation Master Plan 2006 (in progress)
III.B-6 LAMC Evaluation of Existing Conditions programming and planning - Ted Tokio Tanaka Architects, April 2004
III.B-7 Two air sample reports done by LACCD Risk Management Department at the CAC building dated May 16, 2006 and June 9, 2006
III.B-8 TAMIS website http://support.lamission.edu/
III.B-9 Work environment form http://www.lamission.edu/FORMS/work_environment_request.doc
III.B-10 Old work request form http://www.lamission.edu/FORMS/Facilities_Work_Request.doc
III.B-11 FUSION access http://fusion.deltacollege.edu/
III.B-12 2006 student survey http://www.lamission.edu/research/insti_effect.html
III.B-13 Plant Facilities Work Request form http://support.lamission.edu:82/default_PF.asp
III.B-14 College Facilities Organizational Chart
III.B-16 Los Angeles Mission College Facilities Department Key Policy
III.B-17 Los Angeles Mission College Facilities Use Policy, January 2006
III.B-18 Los Angeles Mission College Campus Safety Log
III.B-19 Proposals for the renovation of faculty cubicle area presented to the LAMC American Federation of Teachers (AFT) membership, 2006
STANDARD III.C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Technology at Mission college is integrated with learning, teaching, and infrastructure for college business functions. Students use technology to register for their classes, and complete coursework. Faculty use technology to develop curriculum, assess student learning outcomes, manage class roster, and grade reporting. Staff use technology for scheduling, ordering, coordinating meetings, and events. The College has provided many avenues for campus personnel to be informed about and respond to technology that helps them to carry out the College mission. Program review, department assessment reports, annual Flex Day technology update [III.C-01], Technology Committee, and Staff Development Committee meetings are some of the venues that enable dialogue to take place.

To continue fostering the technology integrity of an institution, advancing college values and goals, and improving institutional effectiveness, the Technology committee held several meetings in 2009-2010 [III.C-02] to elicit input into the goals and objectives of the 2010-2015 Technology Master Plan (TMP). The final TMP [III.C-03] was approved in fall 2010, and it is fully integrated into the Strategic Master Plan, supports the Education Master Plan, is consistent with Facilities Master Plan, and aligns with District Technology Strategic Maser Plan. The TMP outlines technology solutions within an institution, maintains technology skills for faculty and staff, enhances student success by providing access to instructional resources, updates the College infrastructures, implements a long-range budget plan for technology needs, and annually reviews and revises the effectiveness of the Technology Master Plan.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution

DESCRIPTIVE SUMMARY

Technology needs at Mission college are identified and evaluated in a variety of ways. These include the following:

- Program Review: Departments and programs identified and assessed technology needs as part of the annual Program Review and planning process.
- Technology Committee: the Technology Committee at Los Angeles Mission College is a shared governance body that discusses and recommends the technology needs to College Council for approval. The College Council approved the Technology Master Plan on
November 18, 2010 and College Council approved the proposal of adding two computer teaching labs for the East Campus Complex.

- District Technology Committee and college IT professionals make decisions regarding infrastructure and selection of vendors as part of a collaborative effort to enhance the operation and effectiveness of the institution.

The following tables list the most important technology-driven developments or projects implemented to meet the needs of learning, teaching, campus wide communications, and operational effectiveness since the last self study in 2006.

**Student Access Technology:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Kiosk computers</td>
<td>Upgraded 10 old computers in the student lobby area to the Pentium computers.</td>
</tr>
<tr>
<td></td>
<td>Online ASO voting</td>
<td>Through a secure student portal interface, ASO online voting module was implemented and deployed successfully for annual ASO voting.</td>
</tr>
<tr>
<td></td>
<td>Equitrac Print System</td>
<td>Print management software that allows the College to easily track, analyze, and charge for every page output by students. The Equitrac printing system was implemented in the Library and Learning Resource Center (LRC).</td>
</tr>
<tr>
<td></td>
<td>Student Portal</td>
<td>A centralized portal system available for students to view grades, check their lab usage, conduct voting and other related tasks.</td>
</tr>
<tr>
<td></td>
<td>NetTrack</td>
<td>A time tracking system installed on lab computers that tracks computer usage time and provides reporting capabilities for reporting positive attendance</td>
</tr>
<tr>
<td></td>
<td>Life Science Computers</td>
<td>Upgraded 6 student computers in the life science lab.</td>
</tr>
<tr>
<td></td>
<td>Academic Calendar</td>
<td>A dynamic academic calendar was developed to keep track important deadlines throughout the academic year.</td>
</tr>
<tr>
<td>2008</td>
<td>MAC labs</td>
<td>Replaced 50 IMAC computers in LRC 233 and 126</td>
</tr>
<tr>
<td></td>
<td>Library computers</td>
<td>Replaced 27 student computers in Library.</td>
</tr>
<tr>
<td></td>
<td>Math Center</td>
<td>Replaced 44 student computers in the Math Center.</td>
</tr>
<tr>
<td></td>
<td>Assessment Computers</td>
<td>Replaced 25 student computers in the Assessment Center.</td>
</tr>
<tr>
<td></td>
<td>SOCO</td>
<td>Schedule of Classes Online (SOCO) is a searchable class schedule which allows students to look up specific courses and seat availability for current and coming semesters.</td>
</tr>
<tr>
<td>2009</td>
<td>Learning Resource Center (LRC) computers</td>
<td>Replaced 28 new computers in Room 234, LRC  Replaced 40 new computers in Room 205, LRC Upgraded memory of 129 computers in LRC commons</td>
</tr>
</tbody>
</table>
Electronic Message Board

An electronic message board was implemented at the corner of Eldridge and Hubbard to broadcast campus news, events and activities. This increases the awareness of campus activities to students, and the surrounding campus community.

Television in the student break area

Installed two televisions in the student break area, Campus Center.

2010

Equitrac Print System

The Equitrac Print System was implemented in the Computer Applications and Office Technologies (CAOT) Center.

EZ Proxy

Off-campus access to library electronic resources is through EZ Proxy and it is available to any current Mission college students, staff and faculty.

College Event Calendar (CEC)

The CEC was implemented to improve the communication between students, community and campus

YouTube Channel

College established an official educational YouTube channel. The site is available to upload tutoring videos to students and served as an informal learning environment anywhere and at any time.

Video Advisory

With Verizon Grant, District and college coordinated to implement a counseling advisory section using video conference call. The video communication occurred between counselors on the main campus and students at high schools as needed during the recruitment.

Outreach Computers

Replaced 6 student computers for Outreach Office.

2011

Equitrac Print System

The Equitrac Print System was implemented in CSIT labs

Kiosk Computers

Upgraded 10 computers to the latest Pentium technology and added two computers in the student lobby area.

Virtual Desktop Infrastructure (VDI)

The virtual desktop infrastructure (VDI) technology is implemented to increase the life span of student computers in the library and the Title V Learning Resource Center.

Faculty/Staff Access Technology:

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Scheduling And Reporting System (SARS) Grid</td>
<td>SARS Grid is a student appointments and scheduling software for use in the Counseling Office, EOP&amp;S, DSPS and Transfer Center.</td>
</tr>
<tr>
<td></td>
<td>Scheduling And Reporting System Call (SARS Call)</td>
<td>SARS Call is an automated messaging system to send</td>
</tr>
<tr>
<td>Reporting System (SARS) Call</td>
<td>appointment reminders, announcements, and registration notices to students.</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Online Tutoring Referral System</strong></td>
<td>To improve student success rate, the Online Tutoring Referral System was developed to assist faculty to refer students who need tutoring services in the Learning Resource Center.</td>
<td></td>
</tr>
<tr>
<td><strong>Smart Classroom</strong></td>
<td>Converted 11 regular classrooms in the Instructional building into Smart classrooms; these rooms were equipped with mounting projectors, electronic screens and computers. Converted rooms are 1001, 1002, 1012, 1013, 1017, 2003, 2004, 2006, 2009, 2018, 2021</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty/Staff Portal</strong></td>
<td>A centralized portal system which consolidates online systems in one location. Services are available using a role-based system.</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Resources</strong></td>
<td>A set of useful tools available for faculty such as the ability to refer students to tutoring systems, upload syllabi, email students, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Windows SharePoint Services</strong></td>
<td>A centralized web site that allows faculty/staff to collaborate.</td>
<td></td>
</tr>
<tr>
<td><strong>2008</strong></td>
<td><strong>Smart Copy</strong></td>
<td>Faculty and staff are able to submit a copy or printing request to the Reprographics Office online from off campus. This in-house development has helped faculty avoid waiting lines in the Reprographics Office especially at the beginning of each semester.</td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Program Review</strong></td>
<td>Online instructional Program Review is available for Academic Programs.</td>
</tr>
<tr>
<td></td>
<td><strong>Dynamic Reporting Modules</strong></td>
<td>Common data reports were converted to dynamic online based reports.</td>
</tr>
<tr>
<td></td>
<td><strong>Online Curriculum Retrieval System</strong></td>
<td>A searchable online repository of approved course outlines of Record (CORs)</td>
</tr>
<tr>
<td></td>
<td><strong>Faculty Profile System</strong></td>
<td>Easy-to-use web page development tools available to faculty/staff for posting course content for students</td>
</tr>
<tr>
<td></td>
<td><strong>Class Climate</strong></td>
<td>Scantron’s Class Climate server enables automated, high-volume evaluations of courses, study programs and departments.</td>
</tr>
<tr>
<td></td>
<td><strong>ImageNow (Admissions and Records)</strong></td>
<td>ImageNow was extended to the office of Admissions and Records. ImageNow is a document management solution which allows the office staff to scan, store, and retrieve documents.</td>
</tr>
<tr>
<td><strong>2009</strong></td>
<td><strong>Faculty Computer</strong></td>
<td>The Faculty Office Complex renovation project was given</td>
</tr>
<tr>
<td>Replacement</td>
<td>an opportunity to purchase new computers for all full-time, and adjunct faculty computers with a newer technology processor.</td>
<td></td>
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<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Non-Instructional Program Review</td>
<td>Online non-instructional Program Review is available for Student Services and Administrative Services.</td>
<td></td>
</tr>
<tr>
<td>Equitrac Print System</td>
<td>Equitrac Print System was implemented in the faculty offices. The system effectively reduces printing costs and increases document security for all faculty members.</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes system</td>
<td>The development of the online Student Learning Outcome system serves as a work space to record and assess SLOs.</td>
<td></td>
</tr>
<tr>
<td>2010 Program Review version 2</td>
<td>Integrated annual resource requests and facility requests for unit assessment in Program Review.</td>
<td></td>
</tr>
<tr>
<td>Enrollment Reporting System (ERS)</td>
<td>Developed an automated reporting tool and made it available to faculty and staff to view the daily enrollment.</td>
<td></td>
</tr>
<tr>
<td>FLEX System</td>
<td>A system which calculates faculty FLEX obligations and provides the ability for faculty to submit hours completed for those obligations.</td>
<td></td>
</tr>
<tr>
<td>Microsoft IT Academy</td>
<td>Provided Microsoft online training courses to staff and faculty.</td>
<td></td>
</tr>
<tr>
<td>2011 Student Learning Outcomes</td>
<td>Implemented Program Learning Outcomes Online system for recording and posting assessment data.</td>
<td></td>
</tr>
<tr>
<td>Class Climate</td>
<td>Scantron’s Class Climate server enables automated, high-volume evaluations of courses, study programs and departments. Extended to off-campus access.</td>
<td></td>
</tr>
<tr>
<td>SharePoint Server 2007</td>
<td>Windows SharePoint Services was upgraded to SharePoint 2007 server.</td>
<td></td>
</tr>
</tbody>
</table>

**Campus Wide Technology:**

<table>
<thead>
<tr>
<th>Project name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Campus cabling</td>
<td>Major improvements the campus infrastructure have been addressed. This started with the most critical part of the network in upgrading the cabling backbone from category 3 to category 6, full-duplex multimode fiber optic cabling connected between buildings; the edge switches and the core switches were completely replaced with the layer three technology. This feature reduced the network collision and increased the high speed network for instructional uses.</td>
</tr>
<tr>
<td>Event Management System (EMS)</td>
<td>Implemented web-based facilities scheduling software to maximize the use of college resources and avoid conflicting in room booking.</td>
</tr>
<tr>
<td>Year</td>
<td>Technology Type</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
</tr>
<tr>
<td>2008</td>
<td>Voice over Internet Protocol</td>
</tr>
<tr>
<td></td>
<td>Video over Internet Protocol</td>
</tr>
<tr>
<td></td>
<td>Wireless Access</td>
</tr>
<tr>
<td></td>
<td>Online Directory</td>
</tr>
<tr>
<td>2009</td>
<td>New fiber to HFAC</td>
</tr>
<tr>
<td></td>
<td>Gigabit Internet</td>
</tr>
<tr>
<td></td>
<td>Emergency phones</td>
</tr>
<tr>
<td></td>
<td>Security Camera</td>
</tr>
<tr>
<td></td>
<td>Campus Payphones</td>
</tr>
<tr>
<td></td>
<td>AlertU</td>
</tr>
<tr>
<td></td>
<td>Video over IP</td>
</tr>
<tr>
<td>2010</td>
<td>Access Control Security</td>
</tr>
<tr>
<td>Technology Resource</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Video over IP</td>
<td>Implemented High Definition Video Conferencing via Internet Protocol in</td>
</tr>
<tr>
<td></td>
<td>the Academic Affairs conference room, and Culinary Arts conference</td>
</tr>
<tr>
<td>Off-Site Backup</td>
<td>The 4-terabyte storage was installed in the data center at Los Angeles</td>
</tr>
<tr>
<td></td>
<td>Harbor College as off-site backup. Mission College IT staff performs</td>
</tr>
<tr>
<td></td>
<td>weekly remote backup all critical data such as email, student database</td>
</tr>
<tr>
<td></td>
<td>to the off-site in addition to the on-site daily backup.</td>
</tr>
<tr>
<td>2011 New college webpage</td>
<td>A new robust, user friendly, modern look, and streamlined navigation</td>
</tr>
<tr>
<td></td>
<td>main college page was designed and completed August 2011</td>
</tr>
<tr>
<td>Virtual Desktop Infrastructure (VDI)</td>
<td>VDI solution was implemented in student library computers and student</td>
</tr>
<tr>
<td></td>
<td>success center.</td>
</tr>
<tr>
<td>Adobe Professional Site License</td>
<td>Recently, together with other colleges, the College had joined the</td>
</tr>
<tr>
<td></td>
<td>Adobe Professional Agreement to increase Adobe Create Suite licenses</td>
</tr>
<tr>
<td></td>
<td>across campus at a low cost.</td>
</tr>
<tr>
<td>Fiber Ring</td>
<td>Connected all buildings with redundancy configuration.</td>
</tr>
</tbody>
</table>

Los Angeles Mission College has adopted Moodle, ECollege, and MyLabsPlus as its learning management platforms for distance learning courses. Both these software programs performance and capabilities are generally regarded as suitable to the College’s needs. The institution provides some workshop training in both programs to ensure faculty success in using these tools. Moodle is hosted remotely, and Mission pays a proportionate share of the overall hosting fees with other sister colleges in the District. ECollege and MyLabsPlus are hosted by the Pearson Publishing Co., and the costs are passed onto the students, but also include the possibility of bundling with a “hard copy” of the textbook or an eBook, and the costs of the portal are fairly priced and economical for our students.

Faculty maintains course shells with Moodle while the Distance Education (DE) Faculty Coordinator and the IT Department administer the Mission Moodle site, and assist faculty with the creation of course shells to ensure that student names are uploaded from the District student information system directly to the respective Moodle course shell.

Technology resources are provided throughout the College and have been designed to meet the needs of learning, teaching, and enhancing the operation and effectiveness of Mission college.

**SELF EVALUATION**

Even with the limited budget and staffing, technology resources have been harnessed to support the needs of learning and teaching, students and college operation.
In the fall 2011 faculty and staff campus services survey, 85 cumulative percent of Mission employees strongly agree and agree that there is enough technology support in order for them to perform their work [III.C-04].

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement</td>
<td>58</td>
<td>36.7</td>
<td></td>
</tr>
<tr>
<td>Agreement</td>
<td>77</td>
<td>48.7</td>
<td>85.4</td>
</tr>
</tbody>
</table>

In the Fall 2011 Student Survey, 75 cumulative percent of students strongly agree and agree that student computing facilities meet their needs and students that they can access the Internet anywhere on campus [III.C-05].

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement</td>
<td>210</td>
<td>34.6</td>
<td></td>
</tr>
<tr>
<td>Agreement</td>
<td>247</td>
<td>40.7</td>
<td>75.3</td>
</tr>
</tbody>
</table>

Currently, the College communicates with students by three different technologies: SARS Call product sends a message to students using four telephone lines, and it takes two days to complete a call to 10,000 students. Alert-U is an opt-in system; it delivers a message to students and faculty members via a text message on their cell phones. The message is delivered to those who had enrolled to the Alert-U system. Only 10 percent of students and faculty currently enroll in Alert-U. An advantage of email blasting is the ability of sending a notification to all students, staff, and faculty instantly, but it must be done by an Information Technology staff member. Obviously, the College needs a robust, unified mass notification system so that it can deliver an emergency message or a notification message to all students, staff and faculty via emailing, texting, and calling and so that message can be delivered by different levels of management.

**ACTIONABLE IMPROVEMENT PLAN**

The Vice President Administrative Services and College IT Manager will develop a plan to identify funding for ongoing operational support needs for existing and new technology projects.

**III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

**DESCRIPTIVE SUMMARY**

Technology Training for Students:
Informal technology training is provided to students by the Information Technology Instructional Assistant personnel in the Learning Resource Center, Math center, Computer Science, CAOT, DSP&S, Science Success Center and Academic Success Center. Computers and lab assistants are available in these locations to help students supplement their coursework. Departments provide training for their faculty and students. For example, the Math department has requested representatives of the software Wolfram Mathematica to provide workshop and training sessions for students and faculty on a regular basis. Counselors in the Transfer Center train students to use the online ASSIST student-transfer information system or use the Eureka career-assessment software to meet their needs.

In addition, students at Los Angeles Mission College have an opportunity to use and improve their technology skills in a number of ways including the use of the wireless network, the student portal, online Associated Student Organization (ASO) voting, schedule of classes online (SOCO), or online surveys.

To engage students in using technology, an official Mission YouTube channel [III.C-19] was configured and served as an informal technology learning environment. Many tutor videos of mathematics, science, and law courses are made available on Mission YouTube channel, so students can review their labs, lectures, or tutor sessions anywhere and anytime.

Every semester, formal training is held for students in the Library. The College Library provides a one-unit course of Internet Research Methods to focus on finding and evaluating resources on the Internet. This one-unit class strengthens the information literacy and technology skills of students. This course can be found in the Class Schedules [III.C-06].

**Technology Training for Personnel:**

Technology training for faculty and staff is a goal in the Technology Master Plan and College Strategic Plan: “Goal #2: To develop and maintain technology skills for faculty, and staff” [III.C-03].

The goal is to increase technology skills of staff and faculty in their work place. The needs of technology training for personnel have been identified via online requests through the departmental comprehensive program review and various meetings including the Faculty and Staff Development Committee and Council of Instruction.

At the beginning and during the semester, the College regularly offers technology training opportunities for faculty and staff. A Media Specialist provides training sessions or one-on-one training on the use of audio-visual equipment in the classroom [III.C-07]; Web Designer and Computer Network Support Specialists provide training sessions or one-on-one training to faculty on how to use the faculty portal to upload class syllabi [III.C-25]. From 2010, in addition to one-on-one training, the training sessions are conducted in a group environment within departments and requested by department chairs [III.C-08]. The new training format is based on the collaborative model where people engaged in a common task, asking questions, and
interacting by sharing experiences of the training subject. Faculty and staff technology training opportunities are also offered frequently through the Faculty/Staff Development Committee [III.C-21].

In partnership with Title V Hispanic Serving Institution, Teacher Prep Program, and the Faculty and Staff Development Committee, the Information Technology office has joined the online learning Microsoft IT Academy [III.C-09]. MS IT Academy courses consist of the Microsoft Office suite which prepares for users for the Microsoft Office User Specialist (MOUS) examination and enhances staff skills at their work place. Online video trainings [III.C-10] of the use of college resources are available for review and for new hires.

Additional technology training workshops for faculty and staff are by provided by District personnel whenever there is a new software feature or new software application that would affect the use of a District wide application. Several workshops have been provided by District personnel on campus: System Application and Products (SAP), and Electronic Budget Transfer Authorization (eBTA) workshops. Power Point presentations files were posted on the web site for review after the workshops as well [III.C-11].

Technology training for Information Technology staff is a part of the completion of the new buildings and provided by vendors. Examples: Smart classroom trainings for the Health and Fitness Athletic complex, Culinary Art and Center for Math and Sciences buildings. Any new technology project being implemented and funded through Bond A/AA or Measure J, training component for IT staff is always included.

SELF EVALUATION

In fall 2011 the College administered a Student Survey. Though not specifically aimed at identifying student technology needs, the survey queried students about their use of technology in communications and course work, provided feedback on student attitudes towards technology and their skill levels in the use of technology. About 75 cumulative percent of students strongly agree and agree that student computing facilities meet their needs, and students feel they can access the Internet anywhere on campus [III.C-03].

The College assesses the need for information technology training based on current trends in the technology industry and on what is required to accomplish business and academic computational tasks in support of the College mission of student success. The Fall 2011 Student Survey indicates positive outcomes; 68 cumulative percent of faculty and staff either strongly agree or agree that the technology training has been available, effective, and of high quality [III.C-20].

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>46</td>
<td>29.1</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>62</td>
<td>39.2</td>
<td>68.3</td>
</tr>
</tbody>
</table>
All training workshops have been taking place in a student computer classroom where often academic classes are scheduled. More often than not, faculty members are eager to use technology but the institution lacks the resources and training needed for successful integration of technology in teaching. If a dedicated center were in place, technology training sessions would be increased and hands-on experience and practice with the new technology would be offered to meet faculty needs.

**ACTIONABLE IMPROVEMENT PLANS**

See recommendation in Standard II.C.

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**DESCRIPTIVE SUMMARY**

Mission College systematically plans, acquires, maintains, upgrades, and/or replaces technology infrastructure and equipment to meet the institutional needs through a well-developed process that involves the College Technology Committee and Information Technology Office. The College Technology Committee ensures that the technology-related activities of the Strategic Master Plan and in the Technology Master Plan are being implemented. The Information Technology Department is responsible for the overall selection, installation, maintenance, update, and upgrade for all the technology infrastructure of the College. At the District level, the District Information Technology Department actively involves in all tasks related to network security and District wide application [III.C-12].

In addition to these processes, the District Technology Committee comprised of IT managers of nine campuses and the CIO is responsible for recommending network policies, standards, and driving details of the discussion about District wide projects which are implemented across nine campuses. Several District wide projects, standards, and policies are listed below:

**District Wide Projects:**

- Student email: Implementation of Microsoft e-mail for students and alumni.
- Student Information System (SIS): The legacy of the current SIS has been in place for over 30 years and by implementing a new system, the Colleges will have the opportunity to increase support for students’ academic success throughout the student lifecycle. The new SIS will unify and improve the communication of many areas of student services.
- One Card System: This system is intended to enable the District, nine colleges, and related satellite offices to have one single database allowing a single “Card” for all students, staff, and faculty to access services, parking, bookstore, cafeteria and financial aid services.

**District Wide Standards:**
➢ The District and nine colleges will work in collaboration to develop standards for the data center, network cabling, data storage, desktop computers, printers, servers, and projectors. These standards have played a crucial role in all Bond and Measure J related technology projects.

District Wide Policies:

➢ Network Security policies [III.C-26]
➢ The use of college computer devices and facilities [III.C-27]

In summer 2009, the College proposed adding the Secondary Data Center (SDC) [III.C-13] in the East Complex Campus and a fiber optic ring on the main campus [III.C-14]. The two proposed projects were funded through the bond program. The distance between SDC and the Primary Data Center (PDC) on the main campus is within one mile. The proposal of the SDC is mindful as it will be located in a single story building to lessen earthquake impact as opposed to the PDC which is located at the lower level of a two-story building. The SDC is accessible to building cabling vaults and connected to the power generator. The SDC is not just a redundancy of the PDC but it also reduces the workload of the PDC. The redundancy feature of PDC and SDC provides the business continuity and disaster recovery to meet mission critical needs in the learning and teaching environment. A plan for full redundancy of all mission-critical systems is expected to be in place after the completion of the East Complex Campus. Currently, all critical data such as e-mail, student database, Web site content is routinely backed-up and stored at Harbor College data center as an off-site storage.

The College network is a unified platform providing voice, video, and data over a redundant infrastructure. All buildings on the main campus are connected to the primary data center by a redundant fiber optic ring. The ring was configured for fail over in the Intermediate Distribution Facilities (IDF). Most of network infrastructure equipment is protected with an annual service contract agreement. Critical servers are using virtual technology which minimizes downtime and ensures server uptime.

The College is enrolled in the Microsoft Campus Agreement and Adobe plan. This allowed upgrading of computers to the newest versions of Windows Office Suite and Adobe Professional version.

The College has been successfully in maintaining, upgrading, and expanding from 11 to 41 Smart classrooms funded by the specially funded program and Bond A/AA [III.C-15]. All these classrooms are equipped with mounting projectors, electronic projector screens, speakers, computers, DVD players, and Internet access. The plan to convert all regular classrooms to smart classrooms was proposed from 2009 using the Bond funds. The project is waiting for the approval from the Division of State Architect (DSA) [III.C-16].

As newly constructed Bond A/AA and Measure J buildings come online, there will be additional demands of support and maintenance placed on Information Technology and Media Services.
staffing. These identified resources are proposed in the annual unit plan Program Review from 2009.

SELF EVALUATION

The Information Technology staff has made great efforts to support newer technologies despite the limited funds for formal training and staffing. The special funded programs and bond funding have been good resources for starting new projects, but these funds cannot be used for ongoing operational support and staffing.

ACTIONABLE IMPROVEMENT PLANS

Technology Committee Co-Chairs will propose an assessment plan and approval process for all long-term technology projects.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

Program reviews and annual assessments, which include technology requests, are completed at the end of each year by units and departments and programs. Department requests are analyzed and discussed by the department chairs and division managers. Once formalized, division managers forward the list to the Budget and Planning Committee. The Budget and Planning Committee then makes the decision as to which technology requests are to be funded and sends its recommendations to the College Council.

Technology equipment consists of computer hardware, software, printers, and audio-visual equipment. The computer replacement plan in the Technology Master Plan is based on the categories of computers from high usage labs to the low usage labs [III.C-03 (Goal #6)] to minimize the College’s expense and be as efficient as possible. The TMP also outlines a strategy to replace computer hardware at the rate of 25 percent to 30 percent each year allowing for 100 percent replacement over a four-year period [III.C-03 (Goal #6)]. This strategy is implemented when budget and resources allow, although often times computer hardware is purchased through bond funding as part of the Furniture, Fixture, and Equipment (FF&E) budget category for new buildings.

Over the past few years, computer and printer replacement plans have been driven by various budget resources including Title V, Career Technical Education (CTE), Teacher Prep Program (TPP), and Bond A/AA. As a result, 90 percent of computers of student labs and faculty, staff are Pentium 4 with LCD screens. Out-of-warranty computers are typically replaced with relatively new machines from student labs that have been updated or with brand new machines when funding allows. The categorical programs have the opportunity to identify technology needs through CTE funding. Department chairs and the CTE Dean make the decision with consultation with the IT manager as to the distribution of the funded technology and to ensure the requested equipment matches equipment standards on campus.
To support online education, Moodle shells are populated by the District. At the campus level, the Distance Education Coordinator and IT senior staff administer provide support for the Moodle online courses. EZproxy server was setup in 2010 allowing online students access to the library resources from off campus [III.C-17].

The College has made provision for a secure infrastructure by recent upgrades and the replacement of infrastructure and equipment. The fiber optic, copper, and coaxial cable plants upgrades started in 2007 and were completed in 2008. The College keeps its infrastructure up to date by using District cabling standards for all new construction and by purchasing technology products with maximum years of warranty and support.

The rapid technological innovation has a significant impact on how to deliver the information to students, staff and faculty in the most sufficient way. The College has responded to changing lifestyle and demands by delivering more information, providing more services on the Web and through the student portal [III.C-22] and faculty/staff portal [III.C-23]. In addition to these processes, the District Technology Committee which is comprised of IT managers of nine campuses and the Chief Instructional Officer, are responsible for recommending policy and driving details of the discussion about infrastructure at the campus.

SELF EVALUATION

The development, maintenance, and enhancement of the College programs services are accomplished through the effective distribution and utilization of technology resources. The technology resource allocation is driven by the Program Review process, guided by the goals and objectives of TMP and College Strategic Plan.

ACTIONABLE IMPROVEMENT PLAN

See recommendation in III.C.1.c.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The College is engaged in a systematic assessment of the use of technology resources. The Technology Committee has met regularly and developed the 2010-2015 Technology Master Plan which was approved by the Academic Senate, Educational Planning Committee, and College Council [III.C-03 (page 20)]. Institutional assessment of technology effectiveness occurs annually by the Technology Committee [III.C-18]. The annual assessment [III.C-03 (Goal #7)] addresses the progress and effectiveness of objectives, actions listed in the TMP, and in the annual College Strategic plan assessment [III.C-24].
Student and Faculty/staff surveys focusing on campus services were developed and distributed to gather data to support thorough and realistic evaluations. In addition to the survey data, other assessment data is collected and analyzed, and the results are summarized in annual comprehensive Program Reviews reported by department chairs.

SELF EVALUATION

Planning for technology is fully integrated into institutional planning through its Educational Master Plan, Strategic Plan, Facilities Master Plan, Technology Master Plan, and Program Review plans. The outcomes of the faculty, staff and student surveys are used to assure the quality and continuous assessment and improvement. Technological requests are allocated where they will most significantly support college sustainability, stability, and impact on student success.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.
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<th>Ref.</th>
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<td>III.C-01</td>
<td>Annual technology update</td>
<td><a href="http://www.lamission.edu/it/techplan.aspx">http://www.lamission.edu/it/techplan.aspx</a></td>
</tr>
<tr>
<td>III.C-02</td>
<td>Meeting agenda and minutes of Tech committee during 09-10 to discuss Technology Master Plan</td>
<td><a href="http://www.lamission.edu/facstaff/technology/agendas.aspx">http://www.lamission.edu/facstaff/technology/agendas.aspx</a></td>
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<td>III.C-03</td>
<td>Technology Master Plan (2010-2015)</td>
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<td>III.C-06</td>
<td>Library Science Course</td>
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<td>III.C-09</td>
<td>Microsoft IT Academy</td>
<td><a href="http://www.lamission.edu/it/itacademy.aspx">http://www.lamission.edu/it/itacademy.aspx</a></td>
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<td>III.C-10</td>
<td>Video Tutorial</td>
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<tr>
<td>III.C-11</td>
<td>SAP, eBTA workshops</td>
<td><a href="http://www.lamission.edu/training/budgetaccounting">http://www.lamission.edu/training/budgetaccounting</a></td>
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<td>III.C-12</td>
<td>District Technology Committee meeting agendas and minutes</td>
<td><a href="http://albacore.laccd.edu/info_tech/dtc/minutes.htm">http://albacore.laccd.edu/info_tech/dtc/minutes.htm</a></td>
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<td>III.C-15</td>
<td>Smart Classroom (Specially Funded Program)</td>
<td><a href="https://sharepoint.lamission.edu/2013Accreditation/EvidenceLibrary/Standard-III/Technology/SmartClassroom-SFP.pdf">https://sharepoint.lamission.edu/2013Accreditation/EvidenceLibrary/Standard-III/Technology/SmartClassroom-SFP.pdf</a></td>
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<td>III.C-16</td>
<td>Smart Classroom Campus Wide project (page 7)</td>
<td><a href="https://sharepoint.lamission.edu/2013Accreditation/EvidenceLibrary/Standard-III/Technology/Executive%20Summary%202011.11.01.pdf">https://sharepoint.lamission.edu/2013Accreditation/EvidenceLibrary/Standard-III/Technology/Executive%20Summary%202011.11.01.pdf</a></td>
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<td>III.C-17</td>
<td>EZproxy Library Resources</td>
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<td>III.C-18</td>
<td>Tech Committee Meetings</td>
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<td>III.C-19</td>
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<td>III.C-21</td>
<td>Technology training through Faculty/Staff Dev. Committee</td>
<td><a href="http://www.lamission.edu/facstaff/staffdev/activities.aspx">http://www.lamission.edu/facstaff/staffdev/activities.aspx</a></td>
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<td>III.C-22</td>
<td>Students Portal</td>
<td><a href="https://mymission.lamission.edu/studentlogin.aspx">https://mymission.lamission.edu/studentlogin.aspx</a></td>
</tr>
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<td>III.C-23</td>
<td>Faculty/Staff Portal</td>
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<td>III.C-24</td>
<td>College Strategic Plan</td>
<td><a href="http://www.lamission.edu/irp/planning.aspx">http://www.lamission.edu/irp/planning.aspx</a></td>
</tr>
</tbody>
</table>
STANDARD III.D: FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

The financial resources of Los Angeles Mission College (LAMC), one of the nine colleges of the Los Angeles Community College District (LACCD), are composed of several funds. Each of these funds is a separate fiscal and accounting entity structured to account for different categories of activities that contribute to the achievement of LAMC’s mission, strategic goals, and overall operations.

**Unrestricted General Fund:**

The Unrestricted General Fund is the main source of funding to support the principal operations and achievement of the College’s goals and objectives. This fund reflects the unrestricted economic activity in the form of revenues and expenditures which create the foundation for the instructional programs, instructional support services, student services, maintenance and operations, fiscal, business, and institutional services that make possible the attainment of the College’s mission. Starting with the fiscal year 2006/2007, the allocation of these funds to the College was determined by an allocation mechanism called the SB 361 Funding Formula which parallels the state’s Full-Time Equivalent Students (FTES) driven model. District colleges received a basic allocation based on college size. LAMC, along with the other three small colleges of the District (Harbor, Southwest, and West) received a supplemental basic allocation of $553,591. All available state general apportionment revenues were allocated to the Colleges at the state-funded rates for credit FTE, noncredit FTE, and enhanced noncredit FTE. Included revenue sources in the College budget allocation are state apportionment, lottery, part-time faculty parity, non-resident tuition, enrollment fee administrative allowance, and other locally generated college revenues. The allocation model utilized a chargeback system of assessment per full-time equivalent student ($/FTES) to fund the District Office, District wide regulatory costs, and contingency reserve. These are costs that are charged back to District colleges. Repayment for operating deficits or carryover balances incurred in prior year(s) and open orders were also factored in to derive the College’s final budget allocation.

To address funding issues and at the recommendation of the Accreditation Commission and state Controller’s Office, the Executive Committee of the LACCD Budget Committee in 2010 commenced a review of the SB361 funding formula (III. D-2). To address the impact of the
steep state budget reductions in recent years on the District, the Chancellor and Fiscal Policy Review Committee conducted the study and review of the SB 361 Allocation Model. The committee found that, although the model took into consideration the economies of scale and sizes of the colleges, it had not been able to adequately address the needs of smaller colleges and to an extent had contributed to the large variance in the fiscal conditions of the individual colleges. Among the findings, the study reveals that, over time, SB 361 does not provide the required base funding for minimum administrative staff and maintenance and operations costs, disadvantaging smaller colleges and colleges with more square footage.

To help remedy the inequities of the SB 361 Allocation Model, a new College Basic Allocation model was devised which includes minimum administrative staffing and maintenance and operations (M&O) costs. This new allocation plan was adopted by the Board in June 2012 to take effect at the start of fiscal year 2012/2013. Based on the new allocation model, the College operating budget includes a minimum base funding of $5,650,248. The District sets aside transition funding from District reserves to mitigate any adverse impact to an individual college that experiences a reduction in its 2012-2013 allocation as a result of the implementation of this change. As a result of the new College Basic Allocation model, for the fiscal year 2012/2013 final budget, LAMC received a funding difference of $532,990, which included a Minimum Base Funding of $5,650,248. The College utilized a portion of this money to fund the hiring of a replacement due to retirement and six new classified maintenance and operations staff to adequately maintain the new buildings, ensure safety, and prevent potential liabilities.

Prior to the severe budget reductions, Los Angeles Mission College was able to accrue FTES growth during the years of 2006/2007 through 2010/2011 (III.D-4) and accumulated a budget balance of approximately $1.4 million. This achievement was the result of a combined effort of strategic enrollment management and cost management. The state economic downturn which began in 2008 brought about budget cuts that impacted the operations of the District and its colleges in many ways. The lack of adequate state support had led to the annual budgets which do not provide resources sufficient to meet the needs of the College’s current enrollment. One result from this is that many LAMC students resort to taking the classes elsewhere as the College has not been able to afford to offer the level of course sections it has had in previous years.

LAMC’s unrestricted general fund budget for the fiscal year 2011/2012 was approximately $26.7 million. The College’s 2012/2013 final budget allocation reflects a state apportionment funding reduction of 7.285% or $2.9 million less than the prior year. Given the uncertainty of the outcome of the November 2012 tax initiatives and to remain fiscally prudent, the College had planned to further reduce class offerings and temporarily suspend programs, restrict hiring, and freeze purchasing to minimize the impact on programs and services. The biggest challenge would have been the possibility of having to implement a reduction of 170 sections from the prior year to maintain a balanced budget. Reduction at this level would have
presented a major challenge for meeting the funded base.

The following table illustrates the difference between expenditures and budgets for the past six years. Fiscal year 2012/2013 reflects the planned 7.285% apportionment funding reduction had the tax initiative had failed (III.D-3). The annual budget as presented is a combination of budget allocation, self-generated (dedicated) revenues, and prior year’s fund balance carryover.

**TABLE 1. LOS ANGELES MISSION COLLEGE ANNUAL BUDGET (2007-13)**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Expenditures</th>
<th>Budgets</th>
<th>Unrestricted Surplus/ (Shortfall)</th>
<th>Other Adjustments</th>
<th>College's Balance (if Tax Initiative Fails)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>$27,244,714</td>
<td>$27,964,568</td>
<td>$719,855</td>
<td>$389,437</td>
<td>$330,418</td>
</tr>
<tr>
<td>2008-09</td>
<td>$27,346,181</td>
<td>$27,991,603</td>
<td>$645,422</td>
<td>$144,110</td>
<td>$501,312</td>
</tr>
<tr>
<td>2009-10</td>
<td>$25,928,556</td>
<td>$26,972,836</td>
<td>$1,044,280</td>
<td>$72,010</td>
<td>$972,270</td>
</tr>
<tr>
<td>2010-11</td>
<td>$26,687,152</td>
<td>$28,124,023</td>
<td>$1,436,871</td>
<td>$22,970</td>
<td>$1,413,901</td>
</tr>
<tr>
<td>2011-12</td>
<td>$26,226,467</td>
<td>$26,728,733</td>
<td>$502,266</td>
<td>$272,861</td>
<td>$229,405</td>
</tr>
<tr>
<td>2012-13 (proj/fnl bdgt)</td>
<td>$26,319,865</td>
<td>$23,855,039</td>
<td>$2,464,826</td>
<td>$250,000</td>
<td>$2,714,826</td>
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On November 6, 2012, California voters cast ballots to support Proposition 30, The Schools and Local Public Safety and Protection Act. As a result of the passage of Proposition 30, Los Angeles Community College District projects to receive from the state an estimated revenue inflow of $78 million to include $31.3 million funding restoration related to the 7.28% workload reduction, $3.9 million for .91% funded growth, and $15 million reduction in cash deferral. There are restrictions on how Proposition 30 money can be used; for example, the revenue cannot be used for salaries and benefits of administrators or any administrative costs. LAMC anticipates to receive $2,115,782 in restoration of the 7.285% workload reduction ($1,881,573) and .91% funded growth $(234,209) (III. D-44).

LAMC’s 2012/2013 projected budget balance with restoration funding is as follows:

**TABLE 2. LAMC BUDGET PROJECTIONS AFTER RESTORATION**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Expenditures</th>
<th>Budgets</th>
<th>Unrestricted Surplus/ (Shortfall)</th>
<th>Other Adjustments</th>
<th>College's Balance (w/ Restored Budget Revenue)</th>
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<td>2007-08</td>
<td>$27,244,714</td>
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<td>$(570,665)</td>
</tr>
</tbody>
</table>
The College does not plan further course reductions beyond the 100 average 3-standard hour sections already implemented in the fiscal year. LAMC’s unrestricted budget with budget restoration is about $26 million or $700,000 less than at the close of 2011/2012 and is projecting a $662,000 deficit balance for 2012/2013. The College continues to diligently monitor spending and to continue containing costs without hurting the operation while providing accessible, high-quality learning opportunities to the diverse communities it serves.

The College, on average, has fixed costs which account for 98% of the budget, of which 92% is for personnel salaries and benefits expenditures and 6% for utilities and housekeeping costs (III. D-5). This leaves just 2% of the budget for discretionary funds to allow the College to fund extra programs and projects to further support the College’s institutional goals. LAMC was last in a deficit position two years prior to 2007/2008. The two major reasons attributed to this deficit were the increased operating costs and declining enrollment that began in 2003/2004. The College took immediate action to correct this and returned to financial stability with sufficient resources effectively aligned with educational purposes and objectives set forth in the Strategic and Educational Master Plans.

**TABLE 3. LAMC UNRESTRICTED EXPENDITURES BY CATEGORY**

<table>
<thead>
<tr>
<th><strong>LAMC Unrestricted Year-End Expenditures by Category</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>*<strong>Dollars in Thousands</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2007/08</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Certificated</td>
</tr>
<tr>
<td>$ 15,485</td>
</tr>
<tr>
<td>Non-Certificated</td>
</tr>
<tr>
<td>5,481</td>
</tr>
<tr>
<td>Benefits</td>
</tr>
<tr>
<td>4,468</td>
</tr>
<tr>
<td>Books/Supplies/Printing</td>
</tr>
<tr>
<td>302</td>
</tr>
<tr>
<td>Operating Expenses</td>
</tr>
<tr>
<td>1,400</td>
</tr>
<tr>
<td>Capital Outlay</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>81</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

While the College has been rather successful at operating within budget constraints, the 2011/2012 fiscal year presented a challenge given the significant reduction in state apportionment funding. The College operating budget declined 5% or $1.4 million to $26.7 million from $28.1 million in fiscal year 2010/2011. The College was able to realize a significant reduction in spending by decreasing course offerings and carefully containing operating costs to mitigate the risk of overspending. In addition, the College tapped the $1.4
million balance carryover from 2010/2011 and used approximately $1 million from the reserve.

To cope with the severe budget reductions, the LACCD implemented a hiring freeze for most positions. However, the District and the College are committed to be in compliance with the FON (full-time obligation number) requirement (III. D-6). In 2012/2013 LAMC fulfilled its share of obligation with the hiring of five regular instructors and one transfer counselor.

The College brought forward an unrestricted balance of $229,405 to fiscal year 2012/2013. The continuing challenge is the significant reduction of categorical program budget allocations that began in fiscal year 2009/2010 and the backfill required from unrestricted funds (III. D-3). The deficit spending of categorical and specially funded programs in fiscal year 2011/2012 required a backfill of $246,658 from unrestricted programs (III. D-7). The District and LAMC would have faced more fiscal challenges had Proposition 30, The Schools and Local Public Safety and Projection Act, not passed and the state funding was further reduced. Given the uncertainty of the tax initiative outcome, the College developed and submitted a contingency reduction plan in the event the tax initiative had failed to manage the budget shortfalls while minimizing disruption to its operations and educational mission and Student Learning Outcomes (III. D-8).
Through enrollment management efforts, including careful planning in consultation with department chairs, deans, the Vice President of Academic Affairs, and alignment of course offerings with student demand, the College was able to increase average class size. More importantly, the efforts introduced ways to effectively strengthen the linkage between planning and budget. By implementing the measures, the College continued to increase enrollment while controlling expenditures and it was able to achieve a healthy unrestricted reserve. Savings were most realized from the improvement in instructional efficiency and productivity.
The FTES enrollment during the period 2007/2008 through 2010/2011 increased close to 11.5% while expenditures decreased approximately 3.7%. Savings were mostly realized from the improvement in instructional efficiency and productivity (III. D-4).

TABLE 5

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Credit Resident</th>
<th>Nonresident</th>
<th>Resident Total</th>
<th>Nonresident Resident</th>
<th>Total FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>5,383</td>
<td>1,476</td>
<td>6,859</td>
<td>136</td>
<td>6,995</td>
</tr>
<tr>
<td>2003-2004</td>
<td>4,918</td>
<td>926</td>
<td>5,844</td>
<td>105</td>
<td>5,949</td>
</tr>
<tr>
<td>2004-2005</td>
<td>5,291</td>
<td>267</td>
<td>5,558</td>
<td>101</td>
<td>5,659</td>
</tr>
<tr>
<td>2005-2006</td>
<td>4,487</td>
<td>237</td>
<td>4,724</td>
<td>89</td>
<td>4,813</td>
</tr>
<tr>
<td>2006-2007</td>
<td>5,163</td>
<td>316</td>
<td>5,484</td>
<td>133</td>
<td>5,617</td>
</tr>
<tr>
<td>2007-2008</td>
<td>5,979</td>
<td>255</td>
<td>6,244</td>
<td>195</td>
<td>6,439</td>
</tr>
<tr>
<td>2008-2009</td>
<td>6,336</td>
<td>266</td>
<td>6,665</td>
<td>206</td>
<td>6,860</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6,711</td>
<td>292</td>
<td>7,003</td>
<td>188</td>
<td>7,191</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6,688</td>
<td>313</td>
<td>7,001</td>
<td>176</td>
<td>7,177</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6,035</td>
<td>323</td>
<td>6,358</td>
<td>142</td>
<td>6,500</td>
</tr>
</tbody>
</table>

Facing severe budget reductions in recent years, the College made various difficult choices: reducing class sections, not offering summer and winter session classes, closing various College facilities during the intersessions to save utilities and housekeeping costs, freezing the hiring of new personnel and holding vacant positions open longer. At the same time the College also required additional resources to fund the operations of its new facilities. LAMC has continued the physical expansion of the campus to increase access opportunities for students. The College opened the new Center for Math and Science (CMS) at the beginning of the 2012/2013 academic year which together with the Health Fitness Athletic Complex (HFAC) forms the East Campus. The College anticipates the build-out of the Multimedia Art Center to be completed by the start of fall 2014. The two new facilities add approximately 148,700 outside gross square feet to the existing 525,000 square feet of current facilities.
space. In 2011/2012 the District, in acknowledgement of the increased maintenance and operation costs for its colleges, distributed to the nine campuses $6.8 million from the District’s ending balance as a budget augmentation to cover the increased costs of employee benefits, utilities, and maintenance and operational (M&O) expenses based on gross square footage. LAMC’s 2011/2012 year-end budget included its share of the District’s distribution of $422,963 (III. D-10). As new structures come online, the College will continue to incur additional staffing and housekeeping costs.

**SELF EVALUATION**

The College has been prudent in its use of the available resources and has been successful in controlling costs. Expenditures remain stable in the $1,500 range per headcount enrollment over the past five years. In addition to pursuing cost containment, the College explores new opportunities to bring in supplemental revenues to offset rising operating costs through enterprise ventures. The College plans to “set-aside” no less than $45,000 per year for maintenance of its facilities from these ventures.

**Restricted General Fund:**

LAMC administers various restricted federal, state, and programs that receive funding from federal, state, and local categorical programs in addition to the unrestricted programs. The funding coming from many of these programs helps in recruiting and retaining students. The Restricted General Fund category is composed of a number of programs designed to accomplish specific objectives directed by federal or state law, the public or other funding agencies. Allocated funding is subject to the regulations and measurement standards established by the source of fund.

Federal funding sources include the Federal Perkins program, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study, and the recent Science, Technology, Engineering, and Mathematics (STEM) grant. State categorical programs include CalWORKS/TANF, Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) Program, Board Financial Assistance Program - Student Financial Aid Administration (BFAP-SFAA), Disabled Students Programs and Services (DSPS), Basic Skills, Career Technical Education (CTE), Matriculation, Instructional Equipment and Library Materials, Telecommunication and Technology, Economic Development, Staff Diversity and Staff Development funds. Local restricted programs include programs at the College includes Community Services, Parking, and Student Health Services. Most of the revenues from these programs are restricted by the statute establishing the fee. The statute does not allow Community Services program to charge more than the cost of each course offering.

In September 2011, LAMC successfully competed for a federal Title V Science, Technology,
Engineering, and Mathematics (STEM) grant from the US Department of Education and was awarded total funding of approximately $4.35 million over five years. This funding provides needed resources for curriculum development, student support services, and the expansion of Science, Technology, Engineering, and Mathematics programs and enhances student learning success and further supports students interested in STEM careers.

Other programs the College administers include the Student Store, Cafeteria/Food Services, Community Education, and ancillary programs. It is anticipated that the entities will be self-sustaining, funded entirely by the revenue and fees collected for their use. Due to the state financial impasse in recent years, the College did not receive any growth funding. The District and its colleges have not received this annual Block Grant allocation since 2009/2010.

These funds are based on the advanced allocations by each funding agency. Changes, such as the addition of specially funded programs, are expected throughout the fiscal year (III. D-9).

The significant reduction of categorical program budget allocations that began in fiscal year 2009/2010 and the backfill required from unrestricted funds represent a continuing challenge to the College to remain financially stable (III. D-3).

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

The annual fiscal planning process has been an evolving process beginning with the Governor’s proposed State Budget in January until August of each year. District colleges, through their shared governance process, set their own budget priorities to meet their institutional goals and objectives.

Close to the start of each academic year, an annual college retreat is held to review the progress of the College strategic plans. The College’s integrated planning (III. D-11) and priorities for institutional improvements for the coming year are also reviewed and established during this retreat. All master plans are updated, with progress monitored throughout the year. The College undergoes the annual budget planning process taking into account the directions and recommendations from the retreat. The annual budget planning process involves all areas of academic affairs, student services, administrative services, and the president’s office. All constituencies participate collaboratively in the decisions affecting the distribution of resources. The process starts with the annual Program Review which all units utilize to request additional resources. The College budget and planning agenda is designed to coincide with the LACCD budget development calendar to ensure compliance with District mandated deadlines (III. D-12). For fiscal year 2011/2012 the Campus, through the Budget and Planning Committee, made budget recommendations to the College Council and President.
to prioritize budget expenditures. The Final Budget document was published for public viewing prior to being scheduled for adoption by the Board of Trustees. The adopted Final Budget was published in the College Budget and Planning Web page.

SELF EVALUATION

The budget and planning process is in place. The process has been successfully applied in both the years of financial growth and of reduction in state apportionment. The achievement of institutional plans supported with fiscal expenditures are reported in the annual performance scorecard and evidenced by the expansion of access to students, increased use in innovation technology, maintaining fiscal stability, and enhanced resources, improving community visibility and responsiveness (III. D-15). In August 2012 the College presented to the LACCD Board of Trustees on Planning and Student Success in the annual college effectiveness report emphasizing those achievements.

Fiscal year 2012/2013 planning presented a challenge due to the uncertainty of the state budget. The Vice-President of Administrative Services continually attended District Budget meetings and brought back budget direction to the campus. However, due to the severe reduction in state funding for community colleges the ability to control reductions at the local level was limited due to centralized accounts and bargaining agreements with various employee unions at the College. Increases in retirement contributions and health benefit costs have continued in the past few years. Increases in housekeeping costs and additional staffing are expected due to the continued build out of the campus to complete the Master Plan and building of new facilities.

LAMC in recent years developed and implemented a more comprehensive planning and budgeting process (III. D-13) to link instructional services with resource planning and institutional priorities (III. D-14). These processes have been consistent with the mission and goals that are identified in institutional planning and are in alignment with the strategic goals of the LACCD.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

As previously stated, the main source of financial resources to LAMC comes from the apportionment revenue from the state being redistributed to the College. The LACCD receives the apportionment revenues from the state and redistributes to the nine colleges. In addition, the College receives funds through administering various categorical and specially funded programs awarded through federal, state, and local agencies (III D-43).
SELF EVALUATION

LAMC carefully assesses the financial resources availability and expenditure requirements. The College strives to operate within budget. The College has been able to accrue FTES growth and accumulate positive balances during the recent years. Through consistent and careful managing of resources, the College has been able to maintain budget reserves over the past five years. College financial information is regularly disseminated at shared governance meetings and is also available on the Budget and Planning Web page and at its meetings.

The College has submitted its contingency plan to reduce overall spending for fiscal year 2012/2013. College leadership reviewed these cost-saving measures to ensure minimal impact on student learning and the achievement of institutional goals. Along with efforts to contain costs, the College pursued enterprise activities and fundraising efforts to raise money whenever possible to sustain program activities and mitigate the financial impact of budget cuts. LAMC reached out and was able to develop partnership relationships with various agencies and local community organizations and businesses: Metro PCS and Verizon cell towers, STEM grant ($4.3 million award), Cooperative Title V 2012 and City Youth WorkSource Center grants (estimated $2 million pending awards), space rental of Culinary Arts and HFAC facilities, and Medi-Cal Administrative activities. In addition, the College establishes and maintains partnerships with business and other community organizations such as Youth Policy Institute, Youth Build Charter High School, Cesar Chavez Academy High School, Los Angeles County Work Force Investment Board, and the Valley Economic Partnership (III. D-15).

The significant reduction of categorical program budget allocations that started in fiscal year 2009/2010 and the backfill required from LAMC unrestricted funds continues to be a challenge. The deficit spending of categorical and specially funded programs with backfill required $246,658 from unrestricted programs (III. D-7) in fiscal year 2011/2012. To address the issue of overspending and create preventative measures, the Vice President of Administrative Services coordinates quarterly review meetings with division administrators to review the financial results of programs in their divisions. The follow-up on the status of College planning strategies is currently done on a yearly basis; however, in FY 2012-13 these meetings will occur more often to assist units to be more accountable for spending within budget allocations and avoiding deficits.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**
The College strives to practice a collegial and inclusive decision-making process that respects the diversity and interdependence of the student body and community LAMC is privileged to serve. The College prepares the required annual operational plan consistent with its objectives and institutional strategic plan. All nine District colleges are mandated to submit to the District Budget Office monthly financial projection, plans, and quarterly reviews. The Colleges are mandated to balance their budgets; those that overspend their budgets are placed on a three-year repayment plan to start one year after the deficit year.

Fiscal year 2012-2013 in particular was a difficult budget year. The District Budget Committee developed plans based on implications of the tax initiative (Proposition 30) not passing that included the possibility of negotiations with bargaining units and review of various operational and financial areas. During the annual program review process, LAMC departments and offices were asked to carefully review their program’s progress and prudently propose resources needed to carry out their unit objectives. The College, through the shared governance process, utilized the fourteen voting member Budget and Planning committee to oversee the process of preparing the proposed College’s annual operating budget. The committee formulated the criteria and rubrics to prioritize and recommend funding for resources requests. The Vice President of Administrative Services provided updates on College financial status and state budget development at regularly scheduled committee meetings. The relevant budget documents are posted on the College Budget and Planning Web site to promote fiscal transparency. Finance staff in the Administrative Services division reviews and timely communicates to program budget managers any issues of spending and budget concern.

Included in the 2009/2010 Strategic Plan (III. D-14) are the plans to address the ability to maintain long-range fiscal stability of the institution. The objectives were to implement a budget process to support the efficient and effective allocation and distribution of resources, upgrade facilities to ensure safety and attractiveness, develop new sources of revenues, and develop and refine the College Foundation’s strategic friend and fund-raising plan. To encourage less reliance on general funds, College departments/offices are encouraged to develop new sources of revenue. The College Foundation has developed a strategic plan to identify additional ways to support the mission of the College and its students.

The College has received several grants that require careful planning for institutionalization. Through the Title V Higher Education Act, Los Angeles Mission College received a $2.9 million Hispanic Serving Institutions (HIS) grant in 2009 from the U.S. Department of Education. In 2010 the College received another five-year grant of $4.3 million for the Hispanic Serving Institutions that offer Science, Technology, Engineering, and Mathematics (STEM). Both of these grants require some level of institutionalization and the decisions to institutionalize are based on the ability of the College to integrate the innovations of these programs into the fabric of the institution. As the innovations prove successful, existing student services and academic programs will assume the costs for these efforts.

The economic downturn that began in 2008 had a major impact on the state economy. Severe reductions in state revenue have in turn led to reduced funding for the College. Reductions in spending caused by the decline of operating revenue were discussed with various constituencies of the College [III.D- xx]. The budget reductions are further discussed at the District level among the Board of Trustees, District Budget Committee, and collective bargaining units. As a result of these discussions, there has not been any COLA wage increase for employees since the
2007/2008 fiscal year. In addition, the District adopted a more cost-effective health plan administered by CalPERS beginning in January 2010. The College has implemented several cost containment measures to operate with fewer resources with the primary goal of maintaining educational offerings and services to students. The LACCD in fiscal year 2006/2007 took significant steps to address the issue of its underfunding of its liabilities for retiree health care. The GASB 45 mandated accounting standards require public employers to determine and report their actuarial obligation to provide other postemployment benefits (OPEB) other than pensions, to recognize and display OPEB expenditures and related liabilities (assets) and footnote disclosures in the financial reports of these employers. Starting with fall 2006, the employee unions of the LACCD and its Board of Trustees approved a negotiated agreement to begin partial pre-funding by annually directing 1.92% of the previous fiscal year’s full-time employee salaries into an irrevocable trust. This in effect illustrates that the District employees agreed to accept the salaries at almost 2% lower than they would have been in order to secure retirement health care for themselves and future employees of the District. The money saved through this sacrifice of salary establishes a continuous annual contribution toward District’s OPEB trust.

In 2009, facing a state budget crisis and rapid increases in health benefit costs, the District’s Joint Labor-Management Benefits Committee (JLMBC) voted and the Board approved the move to health care plans administered by CalPERS effective January 1, 2010. The decision to move the District’s health care plans to CalPERS was important and necessary to help control the rapidly rising health care costs and reduce the District’s post-retirement obligation.

LAMC is the youngest District campus with new facilities built out under the master plan. The square footage increase for the College is projected to be 46% compared to the 4% projected increase for LACCD Los Angeles Trade Technical College (III. D-35). With the expansion, the maintenance and operation costs will continue to increase due to the increase of the square footage. More facility personnel will need to be hired and utilities costs will continue to rise. In order to minimize the effect of increased utility costs, the College has initiated construction of a central energy plant. The construction of this energy saving plan is estimated to start in 2013 and could save the College 50 percent in utility consumption costs in future years.

SELF EVALUATION

To minimize the impact of state financial impasse and budget cut on College operations, the College encourages departments/offices to explore new opportunities to bring in supplemental revenues to offset rising operating costs through enterprise ventures. The College assesses the partnership arrangements with outside vendors (III. D-35) (vending machines, video kiosks, mall banner advertisements, meal delivery to homebound senior citizens funded partially from government agencies). The College plans to earmark no less than $45,000 per year for maintenance of its facilities from these ventures. Business plans were developed for Eagle’s Fitness Program, the Culinary Arts Institute, Eagle’s Landing (student store), Associated Student Organization, and Weekend Farmers’ Market to include SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to evaluate business undertakings (III. D 17-21). The College will continue to explore opportunities to offer more ancillary services to the community whose patronage in turn helps support LAMC to sustain and grow programs and services. In anticipation of the possibility of budget cuts being partially restored with the passage of the November tax initiative, the Budget and Planning committee recently began development of a restoration plan to prioritize funding.
The College has planned strategies to institutionalize the grant-funded programs. The strategies include the development of an organizational structure to continue the innovations of these programs. Under this strategy the College will place the responsibility of administering these programs under the current administrative structure in student services and academic affairs. The College also plans a phase-in strategy that provides funding for the administrators, staff, and supplies for these programs during the five-year period of operation. As of current fiscal year 2012/2013, Title V has two years to assume the costs under the general fund and STEM has a four-year window. Funding from the general fund will be phased in at 25% the first year, 50% second year, 75% third year and 100% in the fourth year. Funding decisions are based on the ability of the College to integrate the innovations of these programs into the fabric of the institution. As the innovations prove successful, existing student services and academic programs will assume the costs for these efforts.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III D.1.d. 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.**

The College’s integrated planning cycle begins with the Program Review process and is created in a manner that ensures College constituencies to have the opportunity for input. The overall process is noted in (III. D 14). The processes for financial planning and budget-related documents are made available to college constituents by means of the College Budget and Planning Web site and distribution at various shared governance and management meetings. The College follows the Budget Operation Plan mechanism developed by the LACCD to identify and evaluate the programs and resources necessary to operate for the annual fiscal year. The annual Budget Operation Plan represents the use of resources as short-range objectives while moving forward to meet long-term goals. The budget development plan also includes instructions for proposed usage of categorical and enterprise funds that produce their own revenues to cover expenditures.

The Chancellor and District Budget Committee in consultation with District constituencies review the impact of the state budget on the District and make recommendations on the funding levels for the nine district colleges, instructional television (ITV) program, centralized and District accounts. District colleges are advised of the proposed preliminary budget allocation in February in order to begin planning for the following annual operational budget. The College develops its operational plan and submits it to District Budget Office based on this preliminary allocation. An important process that links to budget planning is the annual Program Review process that is designed as the only avenue to make requests for additional resources. Division administrators meet with respective chairs and department managers to review and recommend the resources needed to carry out the objectives established in the College master plans. The timing of resource requests through the unit program review process is designed to coincide with the College’s operational budget preparation cycle so that the resource requests can be incorporated into the next year’s operational budget. Division vice presidents prioritize the unit requests and forward them to
the shared governance Budget and Planning committee for ranking according to the priorities agreed upon and approved at the College Council Retreat.

The College through the shared governance process invites all constituencies to have the opportunity to participate in the development of the College budget. Membership in the Budget and Planning Committee consists of 14 voting members including administrators, faculty, classified staff appointed by respective collective bargaining units, and a representative from the Associated Students Organization. This committee brings a college-wide perspective to the planning process. Members participating on shared governance committees are responsible to disseminate the information learned at the meetings to their respective groups (III. D-18). The Budget and Planning Committee meets on the first Thursday of each month to be updated on the College financial status and condition and receives timely information concerning issues and decisions reached by the District Budget Committee. The consolidated prioritized requests are presented to the Committee at these meetings for review and ranking and recommendation for funding. Their recommendations are forwarded to the College Council who subsequently submits their recommendation to the President for final funding.

The Budget and Planning Committee in collaboration with Administrative Services also conducts workshops on the budget development process. The College budget and planning process continues to be transparent with the open opportunity for constituency input and a clearly defined resource request and allocation process to ensure the College utilizes its resources in the most effective manner. The College operational plan is accompanied by a transmittal letter from the President to the District Chancellor; this letter describes the planning directions, status of the College master planning process, and the level of programs and services to be provided by the Budget Operation Plan that is submitted to the District Budget Office.

**SELF EVALUATION**

The administrators, faculty, staff, and representatives of the student body have the opportunity to participate in the budget and planning process at the College. Documents related to budget process and final budgets are uploaded and available in the College Budget and Planning Web site for viewing.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.D.2.** To ensure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
The College submits an annual proposed budget plan in May each year to the Chancellor’s Office. The budget plan describes the College planning directions and the level of programs and services to be provided throughout the year. The College prepares monthly and quarterly financial reports to monitor revenues and expenditures. The College financial position is reviewed regularly at the District Budget Committee, College Council, Academic Senate, and other meetings. The Controller’s Office of the District is responsible for the maintenance of the centralized financial system and for compiling the financial and management reports for all nine colleges and the District Office. The District maintains an updated chart of accounts (III. D 26) to be in compliance with and meet the reporting standards required of California Community Colleges.

Fiscal controls that require appropriate account numbers and sufficient funds to be established before purchasing requests can be processed are in place. Financial transactions, once processed, are kept on file and are accessible for review. Hard copies of final budget documents are available on the District Web site and at the College library and office of Administrative Services. The College budget information and anticipated fiscal commitments are accessible in the financial module of the district Systems, Applications, and Products (SAP) system. SAP has a built-in control mechanism to ensure a sufficient budget is in place in the account before budget transfer requests, purchase requests, purchase orders, contracts, and invoices can be processed. The Vice President of Administrative Services is the final approver of all budget and expenditure transfers as well as the commitments of funds. Once the College operational budget is developed and approved, it is copied into the SAP system allowing budget managers to monitor their budgets online. The office of Administrative Services conducts training workshops to budget managers on navigating the District SAP system to access updated budget information.

KPMG LLP, the external audit, tax, and advisory services firm, is contracted by the District to perform the annual financial audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards. The most recent audit report available was for fiscal year ending June 30, 2011. The audit results in the issuance of Independent Auditors’ Report in March 2012 indicate that the basic financial statements of the District for the years ended June 30, 2011 and 2010 present fairly, in all material respects, the net assets and cash flows of the LACCD for the years then ended, in conformity with U.S. generally accepted accounting principles (III. D-28). The District also engages another external auditing firm, Vasquez & Company LLP, to audit the schedule of expenditures of District programs receiving the federal awards for the year ending June 30, 2011. Based on the audit and the opinion of Vasquez & Company LLP, the District schedule of expenditures of federal awards for the year ending June 30, 2011 presents fairly, in all material respects, the federal expenditures of the LACCD and in conformity with U.S. general accepted accounting principles.

SELF EVALUATION

The District Chancellor’s cover letter to the Board of Trustees accompanying the fiscal year 2010-11 audit report prepared by KPMG, LLP states:

The District is responsible for the accuracy, completeness and fairness of the financial statements, including all disclosures. It is believed that the data presented are accurate in all material respects and present fairly the financial activities of the District’s various
Funds and that the information disclosures are sufficient to provide an understanding of the District’s fiscal affairs. The auditors’ opinions included in the annual report reflect our belief.

The audit reports and budget documents are made available for public viewing on paper and online formats.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTION

The District financial management system, SAP, replaced the Legacy system and was implemented in fiscal year 2002-03. SAP Human Resources was added in 2005-06 for personnel and payroll operations. The District also makes financial, instructional, and human resources data available for retrieving through the Business Warehouse (BW). Training sessions on using SAP and BW are conducted by SAP support personnel at District and offered to campus faculty and staff who are interested in knowing how to navigate the systems.

Each District college is required to submit to the District Budget Office the update of its financial plan and status on monthly and quarterly bases. This office updates the Chancellor, District Budget Committee, and Board of Trustees. The District Budget and Attendance offices schedule periodic meetings to review the enrollment and budget status of its nine colleges. The District Office is responsible for developing the Tentative and Final Budget for Board approval and adoption. The office also ensures that the Colleges utilize funds and resources in accordance with the Board Rules, Education Code, applicable Federal, State, and local funding agencies. Members of Budget and Planning Committee are updated monthly on the College financial status at the regularly scheduled meetings. Information in respect to final budgets, updates, budget and planning process, strategic master plan, and Budget and Planning minutes are posted on the College Budget and Planning Web page. Other fiscal data is available for public viewing through the District Office and the College Administrative Services Office.

LAMC has representatives participating in the District Budget Committee, including the College President, the Academic Senate president, and representative members of faculty and staff and the AFT. Financial information obtained from the District Budget Committee is regularly disseminated to campus constituents at the College Council, Academic Senate, AFT, and Budget and Planning Committee meetings. Beginning November 2011, the current President conducted town hall meetings that include the updates to the College community on matters related to the budget condition and near-term projection, status of the bond construction program, and overall campus climate (III. D-37). The community responds favorably to these campus wide meetings. In addition, the President created the Budget Taskforce and Bond Projects Task Force to discuss and propose solutions to alleviate the impact of budget cuts for the next year and created a prioritized and ranked list of construction projects to continue when the building moratorium ends in the fall 2012 semester. Since the College is one institution in a nine-college District, current information on the District financial condition is critical to the planning and managing of
available resources. The College Council, via the co-chairs of the Budget and Planning committee, receives the most updated information on the College financial status, funding constraints, and opportunities and matters related to funded and unfunded budget requests.

At LAMC, the shared governance Budget and Planning Committee includes voting members who are representatives of all collective bargaining units. The Vice President of Administrative Services informs committee members at regularly scheduled monthly meetings about the latest update on State budget, college financial status, and anticipated fiscal commitments. The co-chairs of Budget and Planning Committee report to College Council the highlights of the meeting along with proposed action items.

Constituencies from college units participate collaboratively in the decisions affecting the distribution of resources. The resource requests, after being prioritized at division level, are studied and ranked by the Budget and Planning committee in accordance with institutional priorities (III. D-13). These processes have been consistent with the mission and goals that are identified in institutional planning and are in alignment with the strategic goals of the LACCD. College constituencies involved in institutional planning process are updated with accurate information about the available resources. Through the Budget and Planning Committee, the Campus makes budget recommendations to the College Council and President who prioritizes budget expenditures. The final budget document is published for public viewing prior to being scheduled for adoption by the Board of Trustees. The adopted final budget is published on the College Budget and Planning Web page along with committee meeting minutes, the committee charter, (III. D-17 & 18) and ranked resource requests.

SELF EVALUATION

The College reconciles finances and budgets monthly and submits a report to the District Office. This report is distributed at all Budget and Planning meetings and made available to anyone who requests it. Additionally, the current financial position of the College is reviewed at all College Council meetings.

Lastly, the President and vice-president of Administrative Services continually distribute via email and at various meetings all current financial information that is sent from District.

The District and College budget is posted in the Web site.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.
III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Maintaining a fiscally sound institution and growing the reserve to meet unforeseen circumstances has been one of the institutional priorities of LAMC. In implementing measures to reduce expenditures and improve productivity, the College has been successful at operating within budget constraints, posting balances over the past five years and maintaining the reserve needed for emergencies. The College had a fiscal year ending balance of $972,270 in 2009/2010, $1,413,901 in 2010/2011, and $229,405 in 2011/2012. Fiscal year 2011-2012 presented significant challenges for the District and its nine colleges given the large decline in the state apportionment associated with a 6.21% workload reduction in final budget allocations. The College implemented various measures to mitigate the risk of overspending.

The severe nationwide economic downturn has brought continuing funding challenges to community colleges. The College final budget for fiscal year 2012/2013 is at a further 7.285% workload reduction and includes no growth enrollment funding and no cost-of-living adjustments. To prepare for the uncertainty of the November 2012 tax initiative outcome and possible further state budget shortfalls, the College prepared and submitted a contingency reduction plan to include a 6% reduction in spending from fiscal year 2011/2012. The District maintains a District Contingency Reserve of 5% and the College maintains a 1% reserve of unrestricted general revenue. These reserves ensure the District’s financial stability and ability to meet revenue shortfalls so that the District avoids being placed on the state’s “watch list.” The College is required to obtain the District Chancellor’s approval before tapping into the 1% contingency reserve which can be used only for unanticipated emergency events.

In October 2011 the District presented to the LACCD Board of Trustees for adoption of a Debt Issuance Policy. The policy stipulates that debt obligations shall only be issued in the exigent circumstances associated with the uncertainty of state funding to the District colleges (III. D-38). The District Accounting Office is the primary entity responsible for maintaining an accounting for District cash flow and reserves. The District invests the cash that is not considered immediately required to fund the operations in U.S. government securities and other interest bearing financial instruments. The interest income not directly generated by District colleges is to be utilized to fund the District’s reserves.

LAMC has sufficient insurance to cover its need through the LACCD (III. D-39). The District and its colleges are insured as follows:

<table>
<thead>
<tr>
<th>Insurance Type</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workers Compensation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$750,000 Self-Insured Retention per Occurrence</td>
<td>$25,000,000</td>
<td>Maximum Limit of Indemnity per Occurrence</td>
</tr>
<tr>
<td>$1,000,000 Employers Liability Maximum Limit of Indemnity per Occurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Liability</td>
<td>$25,000,000</td>
<td>Products-Completed Operations Hazard Aggregate</td>
</tr>
<tr>
<td>$500,000 Retained Limit any one occurrence, wrongful act or employee benefit wrongful acts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employment Practices

$25,000,000  Any one employment practices liability wrongful act or series of continuous, repeated, or related employment practice liability wrongful acts in excess of the retained limit of $500,000

The College pays the insurance premium through district wide assessment. If a campus experiences unforeseen incidents, the District provides appropriate and necessary support as a parent company and works closely with leadership to ensure the College is accountable for the response and recovery.

SELF EVALUATION

The College is adequately insured through District liability insurance policies. To remain financial stable, the College has explored new opportunities to bring in supplemental revenues to offset rising operating costs through enterprise ventures. The College plans to “set-aside” no less than $45,000 per year from ancillary undertakings to meet emergency and unforeseen circumstances.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

III.D.2.d. 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.

DESCRIPTION

The President is responsible for the oversight of financial matters of the College. To accomplish effective oversight of finances, the Vice President of Administrative Services has the primary responsibility for managing the resources of the College that include human, physical, technology, and financial resources. Existing policies and procedures are in place to ensure comprehensive financial records of transactions and are periodically reviewed and updated when required to be in agreement with Board and government regulations. The College financial staff provides regular reviews of the College operating budget and the budgets of grants and specially funded programs and holds quarterly meetings with program and budget managers. Specially funded programs represent grants from local, state, and federal governments and private entities that the College and individual faculty members have obtained to support the activities and needs of the College, its students, and the community. The Board of Trustees authorizes these programs. While the College initiates and administers the provisions of the grants, the District Office demonstrates its support by overseeing budget compliance and grant provisions. Grants and specially funded program managers within single disciplines or departments are under the direct supervision of their respective division administrators. The supervising dean works with
program directors to ensure adherence to program guidelines and regulations in terms of allowable activities and achievement of program objectives.

Audits are conducted at the District Office and at the local colleges. Since Los Angeles Mission College receives funding from various sources (federal, state, and local agencies), there are audits being conducted every year. Audit reports are either distributed directly to the Vice President of Administrative Services and respective deans who supervise the funding or through district liaisons. Audit findings are communicated to the College and a timeline for the implementation of Corrective Action Plans (COP) is made to respond to items of concern.

The District ensures strict adherence to applicable provisions established by California Community Colleges and California Education Code, and Title 5 regulations. Throughout the fiscal year, the College initiates the budget transfer requests and adjustment vouchers according to approved practices in order to manage the appropriate use of resources. The College processes adjustments and changes to the budgets in a manner that provides for review and approval at the different levels of responsibility.

The College is required to submit monthly and quarterly financial reports that include fiscal year-end projections. District budget office and college senior administrators periodically meet to review the financial standing of the College (III. D-23). This office updates the Chancellor and Board of Trustees on a regular basis about the financial status of the District and its colleges.

District colleges manage their respective foundations and auxiliary organizations. The College Foundation is composed of a community group of business and community leaders to support the College President in achieving the strategic activities that the District does not undertake but are important to the achievement of the mission of the College. The College President oversees the finances of the Los Angeles Mission College Foundation and the Associated Students Organization. In addition, the College Chief Financial Administrator provides fiscal review of the ASO activities to ensure the fund is used in accordance California Education Code. Both the Foundation and Associated Student Organization are subject to annual independent audits by external CPA firms.

The community extension and other enterprise programs offer a wide variety of classes that serve the community. These programs provide cultural and educational enrichment, and specific educational needs. College departments who desire to undertake ancillary activities are encouraged to pursue them providing that the ventures meet Board regulations and District guidelines. These ventures (Health Fitness Athletic Complex, Media Arts, Culinary Arts), anticipate to self-generate the revenue stream that eventually allows them to rely less on support from the general fund.

SELF EVALUATION
The Vice President of Administrative Services and accounting staff monitor on a monthly basis all department and SFP budgets. Those programs that project a deficit are discussed with the President and the respective Vice President. The College continually works with all departments to insure fiscal stability. However, there are a few departments like the Child Development Center and DSP&S whose funding never is enough to cover their expenses. The College annually has to contribute approximately $300,000 to these programs to cover expenses. These are the only areas that have a structural imbalance that results in deficit spending.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

**DESCRIPTION**

All funds provided to the College whether they come from general fund, from grants, or from fundraising efforts are used to support the objectives of the master plan. All funds are intended to help LAMC students achieve the measurable outcomes of student learning and of the institution and individual academic programs and services. As stated above, the College must follow district board rules, regulations, and procedures. The District employs both internal auditors and external public accounting firms to review financial transactions on an annual basis. These audit groups inform the District and its colleges when evidence of nonconforming is found and follow up to ensure corrective action plans are in place and implemented. Federal and state programs are audited periodically by respective granting agencies. The District employs an asset management system to physically tag and control physical assets. The Vice President of Administrative Services is authorized to dispose or donate physical property that is no longer required or suitable for college use, subject to the requirement of Education Code Section 81450. The Facilities Department handles the physical disposition of these assets.

**SELF EVALUATION**

The College works closely with district auditors to implement corrective actions from prior year audits to insure that all resources are being used properly. The Vice President works closely with the District auditors and often requests assistance and guidance in order to maintain the fiscal integrity of the College.

All restricted and unrestricted funds expenses are monitored to insure that they are spent as intended. If any expense is determined to be outside of the scope for which it was intended, it is not approved.
ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

III.D.2.f. 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.

DESCRIPTION

The procurement policy of the LACCD is set forth by the Board of Trustees, the California Public Contract Code, the California Education Code, and other applicable laws of the State of California. LAMC and the LACCD have multiple levels of oversight in place. The President and Vice President of Administrative Services are the only personnel authorized by the Board of Trustees to approve and execute all procurements not to exceed $5,000. Three informal competitive quotes must be solicited for procurement transactions of $5,000 and less. Informal quotes can be obtained from Internet research, catalogs, or through vendor’s email, telephone or fax communications. Procurements above $5,000 and below $81,000 require the receipt of not fewer than three responsive written quotes or proposals. All service procurements above $5,000 require submission of a Request for Proposal and are processed by the District Contract Office. “Large Purchase” procurement transactions at or above the formal bid amount of $81,000 require sealed bids to be solicited and conducted by the District Contract Office (III D-41,42).

The threshold may be lower for procurements funded by grants awarded by outside agencies who may have stricter policies and guidelines. Based on the dollar threshold and type of transaction, procurement responsibilities are divided among the College purchasing office, the Regional Procurement office, and Contract and Purchasing Units at the District Office. These rules and procedures appear to be effectively working to ensure the integrity of the institution.

SELF EVALUATION

All contracts by the College comply with Board policies, California Public Contract Code, the California Education Code, and other applicable laws of the State of California. The College has not received any findings in this area from either the internal or external auditors.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.
DESCRIPTION

Following the initial implementation of SAP (Systems, Applications, and Products) financial and procurement and accounts payable functions in 2002, the human resources/payroll module was added in 2005. The interface of the last modules tie position control and payroll expenses to the financial system. College departments are provided access to run reports from the SAP system to review budgets for their own areas of responsibility. Identified issues from system reports are timely addressed and submitted to the SAP support unit at the District Budget Office for investigation and resolution. In November of 2010, the District Budget Office implemented the Electronic Budget Transfer Authorization (eBTA) process to replace the manual process. The new eBTA process allows budget managers to create, review, approve, post, and track the status of transfer requests online via the District Employee Portal (III D-40). The new electronic process proves to be an improvement to the overall performance of budget transfer process by reducing the costs involved with the manual paper-based process, minimizing the turn-around time and eliminating data entry errors.

SELF EVALUATION

The college financial processes are up to date with district standards.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

The College strives to align its planning and budgeting process to effectively utilize its financial resources. Throughout the year, the Vice President of Administrative Services regularly provides updates on budget status to the College President and executive staff and various shared governance committees. At the annual Shared Governance Retreat, reports on the strategic plan status as well as update of the Strategic Plan for the coming academic year are evaluated and presented. In the Program Review process, the units must state the College goal(s) that would be supported by the objective that requires funding and specify the improvement as a result of the request being funded. Facing the severe budget reductions in recent years, the College mandated the procurement justification (III D-29) to ensure that the purchase being requested is essential and required to maintain College operations. To maintain fiscal stability and enhance resources, various outcome/ effectiveness measures have been pursued including Metro PCS and Verizon cell towers, STEM grant ($4.3 million award), Cooperative Title V 2012 and City Youth WorkSource Center Grants (estimated $2 million pending awards), space rental of Culinary Arts and HFAC facilities, and Medi-Cal Administrative activities. In addition, the College establishes and maintains partnerships with business and other community organizations including the
Youth Policy Institute, Youth Build Charter High School, Cesar Chavez Academy High School, Los Angeles County Work Force Investment Board, and the Valley Economic Partnership.

**SELF EVALUATION**

The college Vice President of Administrative Services provides weekly updates to the College President on the fiscal condition of the College. Currently, the Vice President is working closely with many departments to begin or expand enterprise programs which will increase revenue and reduce reliance on the College’s general fund. The College has finished the last five fiscal years with a positive-ending balance attesting to the continuous monitoring of all fiscal activities.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.
STANDARD III.D DOCUMENTATION

III.D-1 Fiscal Year 2012-2013 Final Budget, Los Angeles Mission College, August 2012

III.D-2 2012-2013 Final Budget New Allocation Mechanism
Los Angeles Community College District, August 2012

III.D-3 History of Colleges’ Balances from 2006-07 through 2011-2012
Los Angeles Community College District

III.D-4 Annual Headcount and Annual FTES 2002-03 to 2011-12
District Attendance Office, August 2012

III.D-5 College Financial Projection for September 2012
Los Angeles Mission College, September 2012.


III.D-7 2011-2012 Preliminary College Ending Balance and Reserves, August 2012
Los Angeles Community College District

III.D-8 2012-2013 Planned Contingency Reduction Plan, May 2012, Los Angeles Mission College

III.D-9 Restricted General Fund Programs – 2012/2013 Final Budget
Los Angeles Mission College

III.D-10 Budget Augmentation for New Costs (Fiscal Year 2011/2012)
Los Angeles Community College District

II.D-11 Integrated Planning at Mission College, May 2012, Los Angeles Mission College

III.D-12 Fiscal Year 2012-2013 Budget Operational Plan Process Timeline
Los Angeles Mission College Budget & Planning Committee, September 2012.

III.D-13 Over Base Request Prioritization Rubric
Los Angeles Mission College Budget & Planning Committee, January 2011

III.D-14 2009-2010 Strategic Plan Status
Los Angeles Mission College, Shared Governance Retreat, August 27, 2010

Presentation to LACCD Board of Trustees, Committee on Planning and Student Success.

III.D-16  Budget and Planning Committee Charter, Los Angeles Mission College

III.D-17  Meeting Agenda and Minutes – February 2012
Los Angeles Mission College Budget & Planning Committee

III.D-18  Culinary Arts Business Plan
Los Angeles Mission College, Development Date January – August 2011

III.D-19  Eagle’s Fitness Program Business Plan
Los Angeles Mission College, Development Date January – August 2011

III.D-20  Sylmar’s Farmers’ Market Business Plan
Los Angeles Mission College, Development Date January – August 2011

III.D-21  Associated Student Organization Business Plan
Los Angeles Mission College, Development Date January – August 2011

Los Angeles Mission College

III.D-23  LAMC Quarterly Financial Status Report– Q3 2012, Los Angeles Mission College


III.D-25  Request for Fiscal Year 2012/2013 Program Budget Proposal (Community Services), Los Angeles Mission College

III.D-26  Index of Commitment Items (Chart of Accounts), Los Angeles Community College District

III.D-27  Index of Funds, Los Angeles Community College District

http://albacore.laccd.edu/fis/budget_dev/documents/F_19221ORA_11_LACCD_FS.pdf
Los Angeles Community College District

III.D-29  Procurement Justification Form, Los Angeles Mission College

III.D-30  Procedures for Setting up Budget for New Specially Funded Program
Los Angeles Community College District
III.D-31  Associated Students Association Financial Statements – Fiscal Year 2011/2012
Los Angeles Mission College

III.D-32  Associated Students Association Revenues, Expenditures, and Fund Balance for 2011/12 (Actual) and 2012/13 (Budget)
Los Angeles Mission College

III.D-33  Specially Funded Program Quarterly Meeting Minutes– April 2011
Los Angeles Mission College

III.D-34  Los Angeles Mission College Building Program Overview – September 2012
Los Angeles Community College District

III.D-35  Los Angeles Mission College Building Program Overview – September 2012
Los Angeles Community College District

III.D-36  Los Angeles Mission College Building Program Overview – September 2012
Los Angeles Community College District

Los Angeles Mission College

III.D-38  Presentation for Board Adoption of the Debt Issuance Policy
Los Angeles Community College District

III.D-39  Certificate of Liability Insurance, Los Angeles Community College District,
III.D-40  eBTA Quick Reference Guide, Los Angeles Community College District

III.D-41  Procurement Policies, Los Angeles Community College District

III.D-42  Procurement Responsibilities, Los Angeles Community College District

Los Angeles Mission College


III.D-45  Index of Funds

III.D-46  Title III STEM Grant Los Angeles Mission College
III.D-47  Title V Higher Education Hispanic Serving Institution Grant Los Angeles Mission College

III.D. xx  B&P and College Council Minutes (see page 13).
STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2a. Faculty and administrators 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. Students and staff also have established mechanism or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

Los Angeles Mission College has formal written policies to ensure the participation of faculty, staff, administrators, and students in institutional governance and decision making processes. The shared governance process is the primary mechanism by which all campus constituents are empowered to seek institutional improvement and provide input into decision making.

The College’s current shared governance structure has been in place since 2007. The College Council is the umbrella group for shared governance and the principal body that makes recommendations to the College President (IV.A.1). The College Council is charged with overseeing the coordination and development of institutional planning through shared governance committees. It oversees the development of planning documents, procedures, policies, guidelines, and evaluation criteria for reviewing the College’s mission and goals, establishing college priorities and reviewing the progress and effectiveness of shared governance committees. The membership of the College Council includes administrators, elected co-chairs of the six shared governance committees, the Academic Senate President (or designee), the American Federation of Teachers (AFT) Chapter Chair (or designee), representatives from the...
four classified staff collective bargaining units on campus, and an Associated Students Organization representative.

The following shared governance committees report to and make recommendations to College Council:

- Educational Planning
- Budget and Planning
- Facilities and Planning
- Professional and Staff Development
- Student Support Services
- Technology

Other bodies that report to College Council on a regular basis include the Shared Governance Task Force, Associated Student Organization (ASO), the Accreditation Steering Committee (ASC), and the Work Environment Committee (WEC).

The College’s shared governance committees were restructured and reconstituted in 2007. The Shared Governance Task Force made recommendations to College Council to define the charge, function, and membership of the newly formed shared governance committees. Each committee developed a charter based on these recommendations, which was approved by College Council. The shared governance committee charters describe the statement of purpose, membership, authorization, administrative support, goals and objectives and committee members’ responsibilities. The areas of responsibility for each committee are summarized below.

**College Council**

- Review, revise, and approve the College Mission Statement and strategic planning goals.
- Oversee timeline and assessment criteria for Program Review for all units.
- Coordinate and review the effectiveness the six advisory shared governance committees and College Council.
- Receive, review, evaluate and act upon reports and recommendations from shared governance committees and other bodies.
- Communicate meeting schedules, agendas, minutes, status of recommendations, policies, and procedures to the College community.
- Make recommendations to the College President.
- Oversee College responses to all accreditation recommendations.

**Budget and Planning Committee**

- Develop budget procedures, policies, guidelines, and timelines.
- Regularly report to College Council on current budget status, and when necessary, the need to reduce expenditures.
- Review and prioritize budget and funding requests.
- Make recommendations to balance the budget.
- Oversee the development of College responses to all budget and planning-related accreditation recommendations.
Develop benchmarks for the evaluation and assessment of budget expenditures.

**Educational Planning Committee**

- Develop, update, and oversee the implementation of the Educational Master Plan.
- Oversee Program Review and SLO assessment in academic areas.
- Integrate results of Program Reviews into the Educational Master Plan.
- Oversee the College responses to any educationally related accreditation recommendations.
- Oversee Viability Review of educational programs.
- Oversee planning, implementation, and assessment of all academic areas including: Credit, Noncredit, Specially Funded Programs, Basic Skills, and Distance Education.
- Develop prioritization criteria for the allocation of instructional resources.
- Receive and prioritize requests for the allocation of resources to the academic units and make recommendations to the Budget and Planning Committee.

**Student Support Services Committee**

- Review and evaluate the campus wide student services that are provided to LAMC’s student population.
- Review and evaluate all student activities related to the purpose of the committee.
- Develop benchmarks for the evaluation and assessment of enrollment growth and student satisfaction.
- Oversee and coordinate Program Review process for Student Services units.

**Technology Committee**

- Develop, update, and oversee the implementation of the Technology Master Plan.
- Study, review, advise, and recommend policies and procedures relating to institutional technology.
- Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the College.
- Identify, prioritize, and review technology needs with regard to network infrastructure, staffing, funding, and equipment capacities.
- Ensure compliance with accessibility standards for all students, including those with disabilities.

**Professional and Staff Development Committee**

- Provide faculty, administration, and classified staff the opportunity to maximize their professional and personal development through a planned program of activities and resources that support the mission and goals of the College (Staff Development Plan 8/5/97).
- Ensure that opportunities for professional growth are made available to faculty, staff, and administrators under the guidelines of AB 1725.(Ed. Code 87150)
- Responsible for training and professional development of staff, classified, and faculty.
Facilities Planning Committee

- Oversee college facilities planning.
- Promote sustainable practices to reduce environmental impact.
- Review the College Facilities Master Plan and Educational Master Plan for consistency.
- Recommend new facilities projects.
- Review and make recommendations on the College’s scheduled maintenance program (SMP) process.
- Recommend Service Area Outcomes (SAOs) and facilities management Program Review measures.
- Review college facilities use policies and procedures.
- Assist in the development of facilities maintenance standards, staffing requirements, and quality control for all college facilities.
- Review projects and make recommendations on priorities for bond funded facilities.
- Stay apprised of Work Environment Committee recommendations to College Council.

The Shared Governance Task Force (SGTF) developed a Shared Governance Handbook outlining the membership, roles, and responsibilities of these committees (IV.A.xx). It oversees both internal and external evaluations of the shared governance committees. The Task Force also reports to and makes recommendations to College Council.

All shared governance committees on campus include administrators, faculty, staff, and students as part of their membership (IV.A.xx). The President of the Academic Senate, the American Federation of Teachers (AFT) Chapter Chair, the Classified Chapter Chairs, and the ASO President give thoughtful consideration to the selection of faculty, students, and staff to serve on shared governance committees. Every shared governance committee elects two co-chairs who are members of the College Council. Committee co-chairs are typically one faculty member and one administrator, who report at each monthly meeting of the Council. There is a clear reporting structure between the College Council, shared governance committees, and constituent groups.

The College constituent groups are represented by and appointed to all committees by their respective collective bargaining units, the Associated Student Organization (ASO), and/or the Academic Senate. The Academic Senate of Los Angeles Mission College is the organization whose primary function is to make recommendations with respect to academic and professional matters as defined in Title 5, Section 53200. The President of Los Angeles Mission College agrees to rely primarily upon the advice and judgment of the Academic Senate on academic and professional matters (IV.A-xx).

Most College employees belong to one of six collective bargaining units. The American Federation of Teachers (AFT 1521) is the exclusive representative for the Faculty Unit in accordance with the California Educational Employment relations Act, Government Code Section 3540-3549.3. The College Staff Guild (AFT1521a) is the representative for the Clerical Technical Classified Unit, which represents most classified staff on campus. Four other collective bargaining units represent custodial and maintenance employees, deans, supervisors, and trade employees. The bargaining units recognized by the District are listed in Table 1.
### Table 1. Collective Bargaining Units at Los Angeles Mission College

<table>
<thead>
<tr>
<th>Collective Bargaining Unit</th>
<th>Employee Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Federation of Teachers, Faculty Guild</td>
<td>Faculty (part-time and full-time)</td>
</tr>
<tr>
<td>American Federation of Teachers, College Staff Guild, Local 1521A, CFT/AFT, AFL/CIO</td>
<td>Clerical and Technical staff</td>
</tr>
<tr>
<td>Los Angeles City &amp; County School Employees’ Union, Local 99, AFL-CIO, S.E.I.U.</td>
<td>Custodial and maintenance employees</td>
</tr>
<tr>
<td>Los Angeles Community College District Administrators' Unit represented by California Teamsters Public, Professional &amp; Medical Employees Union Local 911</td>
<td>Deans, associate and assistant deans</td>
</tr>
<tr>
<td>Los Angeles/Orange Counties Building and Construction Trades Council</td>
<td>Trade employees</td>
</tr>
<tr>
<td>Supervisory Employees’ Union, S.E.I.U. Local 721 (Formerly 347)</td>
<td>Supervisors</td>
</tr>
</tbody>
</table>

The LACCD Board of Trustees recognizes an official Associated Students Organization (ASO), authorized by the college administration, which is elected by students who are officially enrolled in the College. Students have the ability to participate in the College’s governance processes through their elected representatives. The ASO Executive Board consists of a President, Vice President, Treasurer, Executive Administrator, and Parliamentarian. The ASO President has the authority to appoint senators and representatives to College Council and all shared governance committees.

Most representatives to shared governance committees, with exception of ASO representatives, are appointed to two-year terms. Members are only allowed to serve on a particular committee for two successive terms. Term limits were implemented in 2007 to encourage broader participation on shared governance committees. Most committees meet on a monthly basis during the academic year, but not during the summer. However, College Council usually meets year round. All meetings of shared governance committees and the College Council are open to students, staff, and the community. Committee Web pages with charters, minutes, and agendas are linked to the Faculty and Staff Web page (IV.A.8).

The College Council holds a yearly retreat in the summer to review the Strategic Master Plan and to establish plans and priorities for the coming year. At the 2012 College Council Retreat, the Strategic Master Plan was reviewed and updated. In addition, the College planning documents were reviewed and their alignment with the Strategic Master Plan was discussed (IV.A.10).
The College provides several mechanisms to allow faculty, administrators, and staff to take initiative to improve practices, programs, and services. One major avenue for improvement is the Program Review process. Information about the institution’s performance is provided to department chairs, program directors, faculty, and administrators to support this process. Reports of instructional efficiency for all departments in addition to reports from Accountability Reporting for the Community Colleges (ARCC) and Integrated Postsecondary Education Data System (IPEDS) indicating graduation rates, degrees and certificates earned, and other important data are posted on the College Web site. Departments use this data for planning purposes and to make requests for resources (IV.A.7). All requests for funds must now be included in each unit’s Program Review. For example, in its Program Review report in February 2009 the Math Department requested that the Title V Math Center be institutionalized and that the College create dedicated classrooms for math instruction. Another example of data driven planning includes the approval of the recommendation that the Title 5 Math Center become institutionalized. In September of 2012 a new Math and Science Center opened with dedicated classrooms for math instruction, supporting the institutionalization of the Title V Math Center.

In addition to Program Review, recommendations and new ideas for institutional improvement can be introduced by placing them on the agenda of shared governance committee meetings, the Work Environment Committee, the Academic Senate, and College Council. The Associated Student Organization has a process for students to submit suggestions to their student representatives, which can be presented to a shared governance committee. Examples of some of the recommendations to College Council that have been approved and implemented include:

- Create a task force to make recommendations to the Educational Planning Committee on improving the Online Program Review System (IV.A.3).
- Develop an online Student Learning Outcome (SLO) and Assessment system, similar to the one developed for Program Review (IV.A.4).
- Establish the first Tuesday of each month as “Spirit Day to promote unity and collegiality (IV.A.2).
- Provide funds for improvements to an elevator in the Instructional Building to make it more accessible for disabled individuals.
- Designate a new location for the Robo Tecas Computer Club (IV.A.5).
- Use STEM grant funds to combine four small computer labs in the Instructional Building into two larger labs (IV.A.xx).

Another mechanism for faculty and staff to provide input into college decisions and discuss new ideas for institutional improvement is through the consultation process. The College President meets with the Academic Senate and the collective bargaining units, both separately and jointly, on a regular basis to discuss a wide range of issues.

SELF EVALUATION

The College fosters an environment for empowerment, innovation, and institutional excellence through inclusion of faculty, students, staff, and administrators in the shared governance
processes. These groups have a clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgeting that relate to their areas of responsibility and expertise.

Over the past six years the College has strengthened and refined the roles of its shared governance committees. This has resulted in wider participation of faculty, staff, and students in the governance process. The Shared Governance task force oversees external and internal evaluations of College Council and each shared governance committee. In its annual reports to College Council, the task force makes recommendations designed to improve the effectiveness of each committee. Several of these recommendations have led to revisions of the shared governance committee charters. For example, the Educational Planning, Facilities Planning, and Faculty and Staff Development Committee charters have all been modified as a result of these recommendations.

The current shared governance structure is inclusive, participatory, and assessed regularly. Each shared governance committee conducts internal self-evaluations and submits annual reports to College Council. In addition, external evaluations of each committee are conducted each year by the Shared Governance Task Force. These assessments of the committees’ performance are designed to improve their effectiveness.

The shared governance process assures inclusive discussion, planning, and implementation of new ideas for institutional improvement. This engagement leads to institutional dialog and inclusive decision-making. The College regularly administers surveys to faculty, staff, and students to assess their satisfaction with the College leadership and governance. The results of the Fall 2011 Faculty and Staff Survey as summarized in Table 2, demonstrate that the College has adequate shared governance processes.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Very or Somewhat Satisfied (%)</th>
<th>Not Satisfied (%)</th>
<th>Not Applicable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Faculty have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>57</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>5. Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies.</td>
<td>50</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>6. Faculty have an equitable voice in matters relating to educational programs.</td>
<td>60</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>10. I am aware of the Mission College Planning Process.</td>
<td>67</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>11. I feel that I have a voice in the College's Planning Process.</td>
<td>49</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>12. As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation.</td>
<td>56</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>13. The institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services.</td>
<td>63</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>15. Mission College encourages discussion and communication throughout the college community.</td>
<td>67</td>
<td>22</td>
<td>14</td>
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</tbody>
</table>

Based on the results of the Fall 2011 Faculty and Staff Survey, a majority of respondents were very or somewhat satisfied with the following statements: “I am aware of the College Planning Process” (67%), “Mission College encourages discussion and communication throughout the College community” (67%), “Faculty have an equitable role in governing, planning, budgeting and policy-making bodies” (57%), and “As a member of the Mission College community, I feel empowered to actively participate in creating and implementing innovation” (56%). However, less than a majority of respondents were satisfied with the following statements: “Classified staff have an equitable role in governing, planning, budgeting and policy-making bodies” (50%), and “I feel that I have a voice in the College's Planning Process” (49%).

These responses may be explained in part by the fact that classified staff and part-time faculty are not required to participate in college governance, and consequently, are less likely to do so. Additionally, there is no clear mechanism to appoint unrepresented classified staff members to shared governance committees because these individuals do not belong to any of the collective bargaining units or the Academic Senate. The establishment of term limits for faculty and staff members of shared governance committees has created some challenges. Both the Educational Planning and Faculty & Staff Development Committees temporarily waived the term limits for
their faculty co-chairs because they had trouble finding other individuals willing and/or able to replace them.

The Spring 2012 Student Survey indicates that most students are aware of opportunities for involvement in student clubs and activities (64%). However, less than half of all students agreed that they know how to provide input on College decisions (45%) or know how to bring forth an idea to college leadership to improve a practice, program, or service at the College (43%). While the College provides a clear mechanism for student participation in shared governance and most committees have ASO representatives, student attendance and participation on these committees has been spotty. This is reflected in the student survey, which indicates that most students do not feel they have an adequate voice in the College’s decision-making process.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Strongly Agree or Agree (%)</th>
<th>Strongly Disagree or Disagree (%)</th>
<th>No answer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>77a. I am aware of opportunities for involvement in student clubs and activities</td>
<td>64</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>77b. I know how to bring forth an idea to college leadership to improve a practice, program or service at the College</td>
<td>43</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>77c. I know how to provide input on College decisions</td>
<td>45</td>
<td>52</td>
<td>3</td>
</tr>
</tbody>
</table>

Student dissatisfaction and frustration has become more apparent as cuts to programs and services have curtailed the efforts of the College to deliver educational opportunities and support services. In the spring of 2012, an independent student group calling itself the Student Empowerment Movement arose in protest. This group expressed their concerns over continuing decreases in class offerings and reductions in services for students through demonstrations, public comments at Board and Senate meetings, the distribution of printed materials, and twice conducting Occupy L.A. Mission events that lasted for several days. This student group has expressed their opinion that the Academic Senate leadership is responsible for many of these cuts to classes and services. Administrators and faculty have met with these students in an attempt to address their concerns and clarify the role of the campus constituents in governance and budgeting. Faculty and staff have reminded students that they do have a voice through representation on shared governance committees and have encouraged their continued participation in this process.
ACTIONABLE IMPROVEMENT PLANS

The College will utilize various methods to increase the LAMC community’s awareness of and participation in the integrated planning and budgeting process. These methods will include a new monthly newsletter, town hall meetings, Web site information, and e-mail communications.

The College will clarify the linkage between district and college planning and provide faculty, staff, and students a clear understanding of those linkages and how they impact LAMC’s planning processes that support student learning and institutional improvement.

IV. A.2.b. The Institution relies on faculty, its Academic Senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

The documents that describe official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters include The Collective Bargaining Agreement (requires all full-time faculty to serve on at least one committee); the charters for the Shared Governance and Senate committees, College Council, and Shared Governance Task Force; the LAMC Academic Senate Constitution; the District Academic Senate Constitution, the Curriculum Manual, LACCD Administrative Regulations, LACCD Board Policies, and the Shared Governance Agreement between the Academic Senate and College President.

The agreement between the Academic Senate and College President states that the President will rely primarily on the Senate for recommendations on the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses with disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development and
5. Processes of Program Review of academic areas
6. Standards or policies regarding student preparation and success
7. College governance structures as related to faculty roles
8. Faculty roles and involvement in accreditation processes
   a. The administration shall facilitate the Accreditation Committee
   b. The Academic Senate shall approve the final report
9. Policies for faculty professional development activities
10. Processes for institutional planning and budget development
11. Other professional and academic matters as mutually agreed upon

The Executive Board of the Academic Senate meets monthly with the College President to discuss issues related to student learning programs and services. In addition, the Academic Senate President and the College President meet more frequently as needed. The Curriculum Committee submits monthly reports to the Academic Senate, including a list of recommendations on courses and programs. It has faculty representatives from all academic departments and meets twice a month to review updates to existing curriculum and new
curriculum to improve student learning (IV.A.12). The Educational Planning Committee, which is under the purview of the Academic Senate, oversees many aspects of the instructional programs and also makes monthly reports to the Senate and the College Council.

In addition to the Academic Senate and its committees, the College relies on its academic administrators for recommendations about student learning programs and services. The Vice President of Academic Affairs plans, organizes, administers, and supervises the entire instructional program including credit and non-credit programs, curriculum evaluation and development, instructional support services, and library services. The Vice President of Academic Affairs is currently supported by two deans and one associate dean.

Recommendations for improving student learning programs are generated through Program Reviews and discussed at their respective oversight committees. The Educational Planning Committee discusses the Program Review results for instructional areas and the Student Support Services Committee discusses the Program Reviews for student service areas. Additional forums for discussions about student learning programs and services include meetings with administrators, departments, Council of Instruction, Academic Senate, College Council, Curriculum Committee and Essential Skills Committee. Progress on the assessment of Student Learning Outcomes and requests for resources based on assessment are included in the Annual and Comprehensive Program Reviews. The Student Learning Outcome Coordinator also makes monthly reports to the Academic Senate and Council of Instruction. In addition, the SLO Coordinator meets regularly with the President to discuss assessment results and suggestions for student learning improvement. Recommendations from the Basic Skills Task Force, which reports to the Educational Planning Committee, helped with institutionalizing the Math Center (originally funded with grant money) and helped to increase tutoring services for the Learning Resource Center.

SELF EVALUATION

Los Angeles Mission College relies on its faculty, Academic Senate, academic administrators, and various faculty structures for recommendations about its student learning programs and services. Faculty and academic administrators make recommendations about the instructional programs through the Academic Senate, Educational Planning Committee, Program Review process, Online SLO Assessment System, Curriculum Committee, Essential Skills Committee, shared governance committees, Council of Instruction, and College Council.

One recent challenge facing the college regarding this area has been the lack of consistent administrative staffing in Academic Affairs during most of 2012. The Vice President of Academic Affairs resigned in June 2012 and a permanent replacement will not start until January 2013. Additionally, two Deans of Academic Affairs were on leave for several months during 2012.

The Fall 2011 Faculty and Staff Survey results indicate that most respondents agree that faculty and the Academic Senate have an adequate role in matters relating to educational programs (Table 4). A majority of individuals surveyed agreed with the following statements: “Faculty have an equitable role in governing, planning, budgeting and policy-making bodies (57%); “Faculty have an equitable voice in matters relating to educational programs” (60%), and “The
institution relies upon its faculty and the Academic Senate for recommendations about student learning and instructional programs and services” (63%).

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<td>9</td>
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<tr>
<td>recommendations about student learning and instructional programs</td>
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ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY

As discussed earlier, the College has an established shared governance structure and decision-making framework that enables administrators, faculty, staff, and students to discuss ideas and work together to improve the institution. Communication is also facilitated through town hall meetings conducted by the President in which students, faculty, staff, and community members are provided with information about budget, facilities, community relations, campus climate, and any other important information. To encourage widespread participation, these meetings are held during “College Hour” (Tuesdays and Thursdays at 12:00 p.m.) when few classes are scheduled. The College President also attends ASO and Academic Senate meetings regularly and frequently gives campus updates to the members. Additional avenues of communication include the College Web site, the online newsletter, *The Weekly Mission*, and the free speech area. There is no official student newspaper; however, there is a newsletter that is distributed sporadically on campus by an independent student group (IV.A.xx).

Even with these avenues for decision-making, communication, and dialogue, it has been difficult for the campus at times to maintain a collegial atmosphere. This has hindered the ability of
administrators, faculty, staff, and students to work together for the good of the institution. Some of these challenges include:

- A recall attempt against the AFT Faculty Guild President in the fall of 2011.
- An ASO leadership conflict which resulted in an impeachment attempt against the ASO President in the fall of 2011. This was followed later by the resignation of the ASO Executive Secretary at a statewide student meeting.
- A recall attempt against the Academic Senate President in the spring of 2012.
- Verbal and written attacks against various campus leaders by student and community activists in 2012. A group calling itself the Student Empowerment Group protested the budget cuts and occupied the main quad of the campus for several days. They identified certain college leaders as responsible for these cuts and distributed newsletters that contained material that was offensive to several faculty and staff.
- In spring 2012 reports of racial and other personnel tensions on campus prompted the President to request assistance from the District Office of Diversity to meet with individuals confidentially to discuss their concerns. The Chancellor sent the Director of the Office of Diversity to meet with over 40 administrators, faculty, staff, and students. The Director’s report led to the hiring of two facilitators to conduct individual and group meetings, workshops, and provide individual consultations.

As a result of these incidents, the campus climate has at times been very tense. The College President in collaboration with the Chancellor, Academic Senate, AFT Faculty Guild and the ASO has taken several initiatives to restore collegiality and refocus the campus on common goals. Additionally, as a result of numerous formal complaints from faculty and staff who were suffering from a hostile work environment, the AFT Guild spearheaded, with the collaboration of AFT Classified, LACCSEU Local 99, Teamsters Local 911, Building and Construction Trades Council and Supervisory Employees' Union, S.E.I.U. Local 721, an Anti-Bullyism/Pro Collegiality initiative in September 2012, which included:

- Investigation and mediation of all ongoing instances of perceived harassment, as per Article 5 of the AFT/LACCD Contract.
- Intervention of outside mediators to address complaints of harassment and tension in the departments of Counseling and Child Development.
- Engaging a CFT expert in the prevention of bullyism to conduct a workshop which included AFT faculty and classified.
- Spearheading an “Anti Bullyism/Pro Collegiality” Pledge” and campaign to promote commitment to a culture of collegiality. The effort was coordinated by the Union Leadership Summit members. Thus, it united all the employees of the college. The effort culminated in December with a pledge signing ceremony and the collection of 140 pledges.
• Requesting that the administration bring in facilitators to conduct a workshop on Conflict Resolution and Communication.
• Plans to continue these efforts though out the Spring 2013 semester though a Civility Project, which will invite the participation of the ASO and the Academic Senate. These efforts were enabled through the support of the College President, Chancellor and the college community.

In addition, steps have been taken to:

• Establish an External Advisory Committee (IV.A.13) that will provide leadership, resources, and support for the College.
• Monitor collegiality and civility by adhering to the LAMC Code of Conduct developed by the faculty (IV.A.14).

SELF EVALUATION

The College has established shared governance structures, processes, and practices to enable faculty, staff, and students to communicate effectively and work together for the good of the institution. However, recent tensions on campus and a lack of collegiality have hampered the ability of campus constituents to collaborate effectively and to discuss ideas freely at all times.

The College and District will continue to use facilitators and training workshops in the spring of 2013 to improve communication and collegiality. The six collective bargaining units on campus have joined together to spearhead an ambitious Anti-Bullyism/Pro Collegiality initiative. A set of workshops will be held that will emphasize positive communication and the value of cultural diversity.

The ASO President has worked to increase student participation on shared governance committees, to provide students with more constructive avenues for input into college decision making, and a better understanding of the role of all constituents in campus governance.

ACTIONABLE IMPROVEMENT PLANS

The College will use various methods to improve collegiality, campus climate, and effective communication, such as diversity workshops, facilitation for specific departments/areas, and leadership meetings.

The College will work with the ASO leadership to encourage and ensure student representation on all shared governance committees.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
DESCRIPTIVE SUMMARY

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 U.S. Department of Education has designated Los Angeles Mission College as a Hispanic Servicing Institution (HSI). The College has received a number of grants (Title V; Student Support Services/TRIO, Veterans Administration, and STEM) which mandate accountability requirements for record keeping, budgeting, and programmatic content. Each completes an Annual Performance Review (APR) documenting that the goals and objectives of the grant were reached. The APR is submitted to the appropriate funding agency.

The College also complies with state and federal accountability requirements for Career Technical Education (CTE) programs and faculty/staff development. In 2012 the College’s Substantive Change Request was approved by the Accrediting Commission for the Community and Junior Colleges (IV.A.xx). This Substantive Change was submitted to conform to requirements mandating such a request when 50 percent or more of the courses in a degree or certificate program are offered online.

Reports on categorical programs such as Matriculation Services, Extended Opportunity Programs and Services, and Disabled Students Programs and Services are made annually to the California Community Colleges Chancellor’s Office. The College also submits federal and state reports on financial aid and other services.

The Accrediting Commission for the Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) has certified that Los Angeles Mission College meets the accrediting standards set by the agency. The previous self study was submitted in January 2007. The College acted promptly and thoughtfully to address recommendations and concerns in response to its previous self study. These actions included efforts to improve collegiality, provide stable administrative leadership, evaluate the effectiveness of the College shared governance structure, and strengthen accountability, and the connection between planning and budgeting. The College submitted a comprehensive and thorough Progress Report in 2008 (IV.A.xx), Follow-up Report in 2009 (IV.A.xx), and Midterm Report in 2010 (IV.A.xx) as requested by the Commission. The Commission accepted all of these reports.

SELF EVALUATION

Los Angeles Mission College complies with federal, state, and local agency regulatory and accountability requirements. The College files accountability reports in a timely fashion and responds promptly and cooperatively to external agency requests. Program managers, directors, and administrators overseeing grants are required to attend training sessions to learn how to comply with accounting and reporting procedures. They are also required to attend program and financial audit training programs sponsored by the District (IV.A.26).

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of their evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Every year each shared governance committee is evaluated to ensure that it is meeting the goals of its charter and the College Strategic Master Plan. The evaluation process involves both a self-evaluation and an external evaluation. These evaluations assess whether the committee is meeting on a regular basis, has posted its agendas and minutes, and has accomplished its objectives and goals (IV.A.28).

Each year the Shared Governance Task Force compiles these evaluations and reports to the College Council. These evaluations and reports may lead to recommendations to make improvements to the shared governance committees. Some of these recommendations include:

- Revision of the Educational Planning Committee charter to increase the number of Academic Senate representatives.
- Revision of the Facilities Planning Committee charter to increase the number of faculty representatives.
- Revision of the Faculty and Staff Development Committee charter to increase the number of faculty representatives.
- Development of a template for reporting and making recommendations to College Council.

SELF EVALUATION

The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of their evaluations and uses them as the basis for improvement.

LAMC regularly evaluates the integrity and effectiveness of its shared governance committee structure. Minutes and agendas for all shared governance committees are posted on the College Web site and all meetings are accessible to the campus community and public. The annual shared governance committee evaluations are submitted to and discussed at College Council providing a forum for dialogue and an avenue for improvement. The results of these evaluations are posted on the College Web site and can be viewed by the public. This indicates that LAMC has fully adopted a self-reflective role toward its governance processes.

ACTIONABLE IMPROVEMENT PLAN

No recommendations at this time.
IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the District/system and the Colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The Los Angeles Community College District (LACCD) comprises nine related colleges, each of which is directly answerable to a seven-member board of trustees, in accordance with Education Code 70902. LACCD board members are elected for four-year terms district wide by voters in the city of Los Angeles and in neighboring cities without their own community college districts.

Semi-monthly board meetings are held year-round at the District’s central office downtown and at each of the nine college campuses during the academic year. In compliance with the Brown Act, all meetings are publicized at least 72 hours in advance and are open to the public. The Board meets twice a month. Special meetings are sometimes called to handle business that cannot be dealt with at regular meetings. After a closed session, a public session is held to allow members of the community, employees, and students an opportunity to address the Board about their concerns. The college presidents, Educational Services Center (ESC) senior staff, and representatives of employee unions, the District Academic Senate (DAS), and students sit at a designated resource table and may participate freely in the discussion of issues.

SELF EVALUATION

The Board represents the interests of a broad range of constituencies. An independent policy-making body, its members are elected at large across one of the most demographically diverse urban areas in the U.S.

Board members work together collaboratively to support the interests of the District. The trustees take an active role in advocating for the Colleges and the students served and in defending the Colleges from undue interference. For example, on several occasions board members have united to support local college master planning decisions that were made through sound shared governance processes, despite the opposition of special interest groups.
IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The Board has an established role in setting and updating policies in order to ensure the effective operation of the District. Oversight of the College’s educational programs and services is accomplished by means of board rules and administrative regulations that establish standards for graduation, set policies for curriculum development and approval, and detail the faculty’s central role in educational matters in accordance with the District’s stated mission (IVB-29 Board Rule 1200, BR 1800, Administrative Regulation 64). The Board must also approve or reject all changes to the curriculum that are brought before it from the District’s Office of Educational Programs and Institutional Effectiveness or the DAS.

The Board sets goals and provides a sense of direction for the Colleges through the District Strategic Plan (DSP) (IVB-30 LACCD Strategic Plan 2006-11 http://www.laccd.edu/inst_effectiveness стратегический план документов/LACCD_Strategic_Plan_Revised_6-18-08.pdf). Part of overall planning efforts, the plan is derived from goals set by the California Community Colleges Chancellor’s Office. In spring 2010, the District Planning Committee (DPC) evaluated the then-current plan and issued a scorecard with suggestions for its revision (IVB-31 DPC Scorecard Report and Recommendations). In spring 2011, the District began another comprehensive district-wide strategic planning process to guide the District from 2012 to 2017 (IVB-32 DSP Committee minutes May, 24, 2011). More than 40 focus groups, including input from faculty, students, staff, and administrators, were held in fall 2011 at each college and the ESC to identify district-wide strengths and weaknesses and offer suggestions for priorities and strategies, and in spring 2012, input was again solicited (IVB-33 SWOT results and input). Vision 2017 (IVB-34 LACCD Strategic Plan Draft, Vision 2017) is expected to be approved by the Board December 5, 2012.

The plan is also in line with Senate Bill 1456, the Student Success Act of 2012, the new state law that requires community colleges receiving state apportionment to post a student success scorecard to clearly communicate progress in improving completion rates for all students. The next step will be for the Colleges to revise their strategic plans to align with Vision 2017.

The Board also tasked the District with developing a Technology Strategic Plan (IVB-35 LACCD Technology Strategic Plan Draft) to set goals for technology-related expenditures. An Implementation Task Force, comprised of representatives of constituency groups from the Colleges, worked through spring 2012 to prioritize strategies to meet the plan’s goals (IVB-36 Implementation Task Force Prioritization). The District is planning significant technology enhancements, including the addition of a fiber optic network that will prevent business disruption, with the primary emphasis of the plan on the implementation of the new Student Information System (SIS).

SELF EVALUATION

Since the District began to partially decentralize in 1999, District administrators, the Council of Academic Affairs (comprised of the VPs), and the DAS have worked to streamline procedures for the approval of academic programs and courses. As part of this effort, administrative
regulations have been revised to decentralize the curriculum approval process and empower local college faculty. In addition, the District has adopted a series of board rules mandating Program Review, biennial review of vocational programs, program viability review, and program discontinuance processes at the College level (IVB-37 Board Decentralization Policies). These and other aspects of decentralization allow local college academic programs to be more responsive to local stakeholders.

The Chancellor, his executive assistant, and Board members regularly meet with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve access for students and secure funding for special programs. The Board played a central role in promoting the Prop A, AA, and J bond initiatives passed in 2001, 2003, and 2008 that have provided more than $5.7 billion in badly needed capital construction funds for projects on all the campuses; the District also accessed over $300 million in State matching funds, bringing the total to over $6 billion. These projects are directly benefitting instructional programs and expanding career/technical education program facilities.

In spring 2009, the District was honored by the Research and Planning Group for California Community Colleges with an Excellence in Planning Award for its achievement in developing an effective framework for strategic planning in a multi-campus district (IVB-38 RP Excellence in Planning Award).

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY

The Board monitors the educational quality of LACCD programs through the following standing committees, which were restructured in 2010-11:

- **The Institutional Effectiveness Committee** addresses educational effectiveness, student achievement, and educational programs. It oversees the Colleges’ accreditation self-evaluation efforts and requires annual college reports on progress made to reach strategic planning goals, including ARCC AB 1417 outcome measures and progress on the District’s Core Indicators of Institutional Effectiveness.
- **The Finance and Audit Committee** recommends the tentative budget and annual audits for general operations of the District and the bond program and reviews financial reports, internal audits, bond financing issues, revenue-generating plans, public/private partnerships, and other financial matters.
- **The Legislative Committee** makes recommendations on legislative initiatives to benefit the District, reviews proposed state and federal legislation, evaluates lobbying efforts, and considers other related matters.
- **The Capital Construction Committee** provides policy guidance, oversight of the bond program, and approval of master plans and environmental impact reports.
- **The Student Affairs Committee** considers all matters that impact student life, including the teaching and learning environment, co-curricular and extracurricular activities, student services, etc. (IVB-39 Standing Committee minutes; BR 2605.11)
In conjunction with the Chancellor’s Office and the Office of General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of the nine campuses.

The Board bears responsibility for monitoring all aspects of District and college finances. An independent audit of the District’s and the Colleges’ financial statements and accounting practices is made annually by an outside agency. The Board, the College presidents, and the public are provided periodic updates and presentations regarding the LACCD’s financial condition. The Board ensures the financial integrity of the District by approving an annual budget, reviewing its annual independent audit, and requiring at a minimum 5% reserve. The Board is directly responsible for guaranteeing the Colleges’ financial health by requiring quarterly reports from the College presidents on their budgets and FTES targets. The Board is responsible for overseeing compliance with all federal, state, and local policies related to student financial aid and other fiscal programs through LACCD administrative offices.

To monitor the financial integrity of the District’s capital construction project, the Board tightened its management by taking the following steps:

- Approved the creation and staffing of an independent Office of Inspector General that reports to the Chancellor and the Board and conducts ongoing review of performance, financial integrity, and legal compliance -- reports that have resulted in corrective actions
- Approved the creation of a Whistleblower Program for bond and non-bond related issues so that anyone may confidentially report on concerns needing investigation
- Instituted limits on the “multiplier” (or markup) that firms participating in the management of the building program can charge for employing program staff
- Strengthened the operation of the District Citizens’ Oversight Committee, mandated by law to oversee the program
- Appointed an independent review panel of 10 distinguished citizens, which completed its examination of the program and recommended improvements of policies and processes
- Engaged the office of Los Angeles City Controller Wendy Greuel in response to concerns raised about the process used to select the Inspector General
- Acted immediately to revise policies and procedures used in all RFP processes after the City Controller’s Office concluded that the evaluation process for the selection of the Inspector General was flawed; the new process was used to hire a financial advising firm
- Approved the centralization of construction management under the purview of the Executive Director of Facilities

(IVB-40 Building Program actions)

In fall 2011, in response to concerns expressed in a State Controller’s Office audit, recommendations in a Building Program Review Panel report, a decrease in the District operating budget, and a significant decline in enrollment, the District instituted a moratorium on $1.9 billion worth of planned building projects that had not started construction in order to conduct a thorough evaluation to determine whether the following criteria had been met:

1. The colleges could afford the costs of maintaining and operating the new buildings.
2. There was sufficient capital to build projects with currently authorized funds.
3. The facilities, some of which had been planned years ago, matched projected needs.
Based on reports provided by the Colleges, projects totaling $1.7 billion have been released from the moratorium, leaving four projects (under $170 million) still subject to further review by the Colleges (IVB-41 Moratorium status).

SELF EVALUATION

The ultimate responsibility for policies and decisions impacting all nine colleges lies with the Board, which has significantly expanded its role in oversight of the quality of instructional programs. Annual college strategic planning reviews allow the Board to play a more direct role in assuring that the Colleges and the District are in sync by requiring the Colleges to demonstrate how their goals align with the District’s. These reviews give the Board the opportunity to hold the Colleges publicly accountable for meeting quality assurance standards associated with their educational master plans and strategic planning efforts (IVB-42 IE Committee minutes June, July, August 2012).

As a result of repeat findings in the 2010-11 annual independent audit, college personnel from each of the areas with any deficiency were required to attend mandatory meetings with the Office of Budget and Accounting and the District's Internal Audit Department to discuss the findings and take immediate corrective action. Internal Audit then conducted meetings with the responsible VPs in the areas with findings at each of the nine colleges to ensure that the Colleges were following their action plans. The District established a single point of contact at each college to collect and review responses, beginning with the assignment of a lead to take charge of each action, the setting of corrective actions with a timeline for implementation, and a request for documentation to prove that the corrective actions took place. This centralization has made the District more responsive to the audit findings (IVB-43 Corrective Action Matrix). In September 2012, the District held an Accreditation Summit with 70 administrators and two Academic Senate representatives. The session focused on audit findings, corrective action plans, and responsibility for the resolution of these audit findings (IVB-44 Accreditation Summit September 26, 2012).

The Internal Audit Department has been tasked with working with all the Colleges to enhance and enforce current policies, procedures, forms, and monitoring controls to ensure that campuses are uniform and in compliance with all federal, state, and local regulations. Internal Audit has also been tasked with making sure that the corrections have been implemented by conducting follow up visits to all nine colleges.

The Board, District administration, college presidents, faculty, and staff spent considerable time and effort over the past year in discussions about the building moratorium and its impact on the Colleges. The Chancellor requested the moratorium primarily to analyze and adjust to the impact of the state budget crisis, since state support for higher education has been reduced and building was outpacing enrollment. If the District had continued with the planned program, it would have added 3.8 million square feet at a time when FTES are declining, hiring is decreasing, and the ability to maintain and operate the new buildings was not guaranteed. The moratorium was a thoughtful approach to take a hard look at the remaining projects and decide whether adjustments were needed.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.
DESCRIPTIVE SUMMARY

The duties and responsibilities of the board are defined externally by State Education Code, Section 70902, and internally by board rules (IVB-45 Board Rules Chapter II Art. III). The Chancellor and General Counsel also play an important role in monitoring board responsibilities. The bylaws and policies are published on the District’s Web site (IVB-46 Board Rules http://www.laccd.edu/board_rules/).

SELF EVALUATION

The LACCD’s own internal checks and balances have ensured compliance with the Board’s externally and internally defined duties and responsibilities.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

The process for the adoption of board rules (policies) and the administrative regulations that support them (how to implement the policies) are outlined in a Chancellor’s Office directive (IVB-47 Chancellor’s Directive 70, District-wide Internal Management Consultation Process). Board rules are adopted by the Board of Trustees, and Administrative Regulations are issued under the authority of the Chancellor. In addition, the District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent standards.

In 2007, the board adopted a regulation stipulating the process for the cyclical, automatic review of all policies and regulations (IVB-48 Administrative Regulation C-12). Rules and regulations are assigned by category to subject matter experts every three years. If they are in need of revision, the appropriate staff member prepares changes. To ensure compliance, the Office of General Counsel developed a form that requires the responsible ESC administrator to indicate the outcome of the review (i.e., no changes recommended at this time, changes recommended, or proposed changes vetted with the appropriate shared governance group). The form must be signed and dated before being returned to the General Counsel (IVB-49 Confirmation of Periodic Review).

Suggested revisions are reviewed and considered at board meetings. Once policies are approved, they are posted on the LACCD Web site by General Counsel. Since April 9, 2010, the Board has adopted 11 new board rules and updated 34 existing ones. The Board relies on the Chancellor, the College presidents, and ESC executive and senior staff to ensure that all rules and regulations are implemented uniformly and effectively across the District.

SELF EVALUATION

The trustees act in accordance with established policies. The rules and regulations established through the consultation process are subject to regular review and revision by LACCD administrative staff to ensure that they are appropriate and effective. When constituents or ESC personnel bring issues in need of revision to the Board, policies are changed, if necessary. For instance, the Board recently approved a board rule requiring course outlines of record for non-
Career Technical Education (CTE) courses to be updated every six years; CTE course outlines are updated every two years. The Board also adopted a policy for funding of the District’s building program reserve to address the levels of risks and work remaining and a policy to set aside District operating funds to address deferred maintenance and repair of existing facilities.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

In 2007, the Board adopted a formal policy for the orientation of new board members (IVB-50 Board Rule 2105). It has also developed procedures for the orientation of student trustees (IVB-51 Orientation procedures for new student trustees). In July of 2011, when the two newest board members were elected, each participated in a nine hour orientation held on three separate days (IVB-52 Board member orientation July 2011). These orientations included information about Accreditation Standards and ACCJC expectations that trustees be involved in all aspects of accreditation.

Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district wide student election is held annually to select a student member (who has an advisory vote) for a one-year term.

SELF EVALUATION

While there is no formal guarantee of continuity of leadership, the staggering of board elections does provide some consistency. The fact that incumbents are frequently re-elected to their positions provides a measure of continuity to governance although the student trustee position changes every year.

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

The Board’s formal policy on self-evaluation was adopted in 1995, and for 10 years, the Board used a checklist to evaluate its overall effectiveness. In June 2005, the Board amended its process, expanding it to also include additional feedback from college presidents, District senior staff, and union and academic senate representatives, who regularly sit at the resource table during board meetings. Using this revised process, the Board conducts annual self-evaluations (IVB-53 Board retreat February 2012). The next one will occur in January 2013.

In 2007 the Board adopted a Board Rule to set goals as part of its annual self-evaluation (IVB-54 Board Rule 2301.10). To increase follow-through and accountability at the District level, in 2010 the Board adopted a District Effectiveness Review Cycle, which aligns annual Board and CEO goals with DSP goals. The annual cycle includes Board evaluation, Board retreats, college
activities in support of goals, institutional effectiveness reports, and District effectiveness reports that align with the DSP. At its retreats, the Board assesses District priorities and discusses processes for addressing them (IVB-55 District Effectiveness Review Cycle flow chart; August 2011 Board retreat).

In response to a recommendation received from the Commission in June 2012, professional development training was held at two fall 2012 retreats to help Board members distinguish their responsibilities from those of the Chancellor, understand their roles in setting policy, and develop goals and objectives to address items noted in their evaluation (IVB-56 corrective action matrix on Board professional development)

**SELF EVALUATION**

While new Board members participate in an orientation and all receive training on their roles, evaluations have indicated that some trustees may have needed more training on their roles and responsibilities. In order to improve performance, a thorough program of professional development was implemented, with ongoing board development to measure improvement.

As a result of a self-evaluation, the Board streamlined the number of standing committees from seven to four. The adoption of an annual review cycle has increased the Board’s ability to monitor progress on strategic goals and Board priorities to guide district-level decision making. It has allowed the Board to synchronize annual goal setting with the academic calendar and ensure that institutional effectiveness reports align with strategic plan reports, ARCC AB 1417 review, and the self assessment process.

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**DESCRIPTIVE SUMMARY**

The Board adopted a Statement of Ethical Values and Code of Ethical Conduct in 2005 that requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District legal counsel, in 2007 it established procedures for sanctioning board members in case of ethics violations (IVB-57 BR 2300.10 and 2300.11).

**SELF EVALUATION**

The Board has a clear code of ethics and a process in place for sanctioning behavior that violates the code.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**DESCRIPTIVE SUMMARY**

To ensure that they are knowledgeable about the accreditation process, trustees learn about Accreditation Standards at retreats and meetings. The Institutional Effectiveness Committee (formerly the Committee on Planning and Student Success) monitors the accreditation self-evaluation process by receiving regular reports and reviewing the Colleges’ comprehensive self-evaluation, midterm, and follow-up reports. A three-hour meeting to discuss progress on
responding to the latest recommendations was held October 1, 2012 (IVB-58 IE minutes Oct. 1, 2012). During site visits, Board members meet with visiting teams, respond to questions, and participate in meetings, forums, and receptions.

In fall 2007 the Chancellor created the position of Accreditation Liaison, who reports directly to the Vice Chancellor of Educational Programs and Institutional Effectiveness, and helps to facilitate the reporting process to the Board.

SELF EVALUATION

Through active oversight by the Institutional Effectiveness Committee, Board members have become more engaged in and aware of the accreditation process. The accreditation SELF EVALUATION process at the Colleges has become much more pro-active, collaborative, and collegial over the years. District colleges are now approaching accreditation as an essential element in strategic planning and institutional processes. In addition, Board members attend workshops at conferences, such as the Community College League, on topics including the accreditation expectations of the ACCJC.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college district/system or the College chief administrator (most often known as the President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the Presidents of the Colleges.

DESCRIPTIVE SUMMARY

Pursuant to California Ed Code, the Board employs the chancellor and gives him/her full authority and responsibility to oversee the operation of the District. The hiring of a chancellor starts with board action authorizing the HR Division to launch a search. After a chancellor is selected, a policy outlines procedures for his/her annual evaluation (IVB-59 Chancellor’s Directive 122 and IE Committee Minutes). The Board solicits input from constituencies and collects data to evaluate performance on a number of criteria. The most recent evaluation of the current Chancellor, hired in August 2010, was conducted in October 2012 (IVB-60 Chancellor Evaluation Data Collection; BOT agenda Oct. 3, 2012)

The Chancellor and ESC senior staff oversee the administrative tasks of the District. The Chancellor also oversees the District Foundation to help obtain additional resources, meets regularly with the Cabinet (senior staff and college presidents), and holds regular consultations with the leadership of the employee unions and the DAS. The Chancellor considers recommendations on financial matters from the District Budget Committee (DBC) and on employee benefits from the Joint Labor Management Benefits Committee (JLMBC). In keeping with Ed Code provisions, the Board delegates its authority to the Chancellor, gives him/her the autonomy to make decisions without interference, and holds him/her accountable for those decisions.
The Board shares responsibility with the Chancellor for hiring and evaluating the performance of vice chancellors, college presidents, and the General Counsel. Board rules specify selection procedures for key administrative positions, which typically involve national searches (IVB-61 BR 10308 Selection Procedures for College Presidents). Hiring committees are comprised of representatives of all stakeholder groups, including faculty, students, staff, and community representatives. In accordance with the Brown Act, the Board approves employment contracts and compensation in open session.

One of the Chancellor’s duties is to conduct regular evaluations of the College presidents and make recommendations to the Board on the renewal of their contracts. The process for this comprehensive evaluation, which has been in place since 2002, is facilitated by the Deputy Chancellor's Office (IVB-62 Performance Evaluation Process for College Presidents). College presidents undergo evaluations at least every three years (IVB-63 Schedule of presidents’ evaluations). They are conducted by District HR and include feedback from all segments of the campus community (IVB-64 Presidents’ evaluation packet). In addition, every year the College presidents meet with the Chancellor to update their annual goals.

SELF EVALUATION

The chancellor is responsible for evaluating those who directly report to him/her (college presidents, General Counsel, Deputy Chancellor and vice chancellors) and those regular cycles of evaluation have been followed diligently.

IV.B.2. The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

The College President plans, organizes, leads, and evaluates the administrative structure of the College to achieve the overall vision of the institution. The vision of the College is to provide quality education and training and to achieve student success. The mission is to ensure successful transfer of students to four-year institutions, prepare students for successful careers in the workplace, and improve basic skills.

To achieve the institution’s vision and mission, the President engages in planning, organizing, budgeting, developing personnel, and assessing institutional effectiveness by meeting with his cabinet weekly. The President’s Cabinet consists of three Vice Presidents, the Manager of Information Technology, Director of Facilities, and Public Information Officer. The cabinet team plays an advisory role for the President and provides overall administrative leadership for the College. In addition, the President meets monthly with the senior management team, the President’s Council, comprised of the President, members of the President’s Cabinet, three Deans, one Associate Dean, and General Foreman. Members of the President’s Council discuss matters relating to their respective offices and engage in open communication on issues impacting their units.

Additionally, the President meets with the Professional and Staff Development Shared Governance Committee and recommends appropriate training programs to meet the needs of
faculty and staff. A communications workshop was held November 14, 2012 to improve workplace communication. A proposal was submitted (IV.B.66) to utilize available diversity funds for spring 2013.

The President’s budget leadership occurs through the President’s weekly meetings with the Vice President of Administrative Services. He also participates in monthly District Budget Committee meetings. These meetings are critical to stay abreast of federal and state laws, and the District’s administrative regulations. Quarterly budget meetings are held between district and college staff to monitor expenditures and to ensure the College remains financially sound while maintaining its FTES targets for the academic year.

The President participates in selecting and developing personnel by working closely with the Academic Senate and the AFT Faculty and Staff Guilds to adhere to district and college hiring policies and procedures. Appropriate committees are formed to select administrators, faculty, staff and specially funded programs personnel.

The President assesses institutional effectiveness through a review of the Institutional Effectiveness report with the Board of Trustees annually. The President also assesses institutional effectiveness by analyzing the data generated from student success initiatives, Achieving the Dream, and accreditation preparation. In collaboration with the Vice President of Academic Affairs, the President guides the research agenda conducted by the Dean of Institutional Effectiveness to assess progress on the College’s strategic goals.

EVALUATION

Through the shared governance process, annual College Council Retreat, and ongoing meetings with his respective Vice Presidents and district personnel, the President is able to provide effective leadership in planning, budgeting, organizing, selecting and training personnel. He uses his many years of experience in assessment while at the Educational Testing Service and as a former Director of Institutional Research to help guide and assist the institutional effectiveness agenda and assessment for the College.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

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

DESCRIPTION

Over the last six years senior administrators have changed; however, the administrative structure has not changed significantly since the last ACCJC visit in 2007. From 2006 through 2012, the College has had four presidents. Mr. Ernest Moreno, the permanent president of East Los Angeles College served as Interim President of LAMC from July 2006 to April 2008. Ms. Judith Valles began her tenure as permanent President in April 2008 and served in that capacity until
January 2011. Dr. Kathleen Burke-Kelly, the permanent President of Pierce College, was appointed as Interim President for three months, until the present College President came on board on May 1, 2011. The following tables summarize the administrative staffing at the LAMC from 2006 through 2012.

### TABLE 5
**LOS ANGELES MISSION COLLEGE PRESIDENTS (2006-2012)**

<table>
<thead>
<tr>
<th>President</th>
<th>Period of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Ernest Moreno</td>
<td>July 2006 to April 2008</td>
</tr>
<tr>
<td>Dr. Judith Valles</td>
<td>April 2008 to January 2011</td>
</tr>
<tr>
<td>Dr. Kathleen Burke-Kelly</td>
<td>February 2011 to April 2011</td>
</tr>
<tr>
<td>Dr. Monte E. Perez</td>
<td>May 2011-present</td>
</tr>
</tbody>
</table>

### TABLE 6
**LOS ANGELES MISSION COLLEGE VICE PRESIDENTS (2006-2012)**

<table>
<thead>
<tr>
<th>Division</th>
<th>Vice Presidents</th>
<th>Period of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Dr. Kathleen Burke-Kelly</td>
<td>July 2006 to August 2007</td>
</tr>
<tr>
<td></td>
<td>Ms. Alma Johnson-Hawkins</td>
<td>August 2007 to June 2012</td>
</tr>
<tr>
<td></td>
<td>Mr. Michael Allen</td>
<td>January 2013 to present</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Dr. Karen Hoefel</td>
<td>March 2004 to June 2010</td>
</tr>
<tr>
<td></td>
<td>Mr. Daniel Villanueva</td>
<td>January 2012 to present</td>
</tr>
<tr>
<td>Student Services</td>
<td>Mr. Joe Ramirez</td>
<td>July 2005 to present</td>
</tr>
</tbody>
</table>
Since 2006 five Vice Presidents have overseen Instruction, Administrative Services, and Student Services. While there has been a change in the administration, the responsibilities remain the same.

The President inherited an administrative structure that clearly defines the role of the Vice Presidents and their respective divisions. The challenge for the President is to ensure that the Instructional, Student Services and Administrative Services divisions are communicating and working in tandem toward the strategic goals of the campus.

The President plans, oversees, and evaluates the administrative structure utilizing several strategies. First, through the weekly President’s Cabinet meetings with the Vice Presidents, Director of Facilities, Manager of Information Technology, and Public Information Officer the President ensures common agendas and issues confronting the College are addressed together as a group. The President uses these weekly meetings to plan, oversee, and evaluate progress on operations and specific objectives and activities. These weekly meetings are used to assess progress on strategic goals.

Second, the President is able to plan, oversee, evaluate and delegate authority by chairing the monthly President’s Council meeting with the Vice Presidents, Deans, Associate Deans and
other college administrators. The President informs the administration of internal and external issues, progress toward meeting the College strategic goals, and district goals and issues. Members engage in open communication and listen to the concerns of the senior administrative staff, seek solutions to challenges that may arise, and solve problems to address immediate issues facing Instruction, Student Services, and Administrative Services.

Third, the President ensures that plans are implemented and he evaluates the effectiveness of the implementation by meeting weekly with the three Vice Presidents to encourage open communication, team work, and problem-solving strategies across their respective divisions. He seeks recommendations to improve efficiency to move the College toward achievement of its strategic goals. He utilizes these meetings to delegate authority so that plans and corresponding goals are implemented effectively.

Fourth, the President evaluates progress by collaborating with the Vice President of Student Services and Academic Affairs to guide the research agenda for the College with assistance from the Dean of Institutional Effectiveness. Student success initiatives including Achieving the Dream interventions are discussed in the College’s data and core leadership team meetings. The President participates in the data and core team meetings and listens to the research questions that are prominent among faculty. The President provides the framework and recommends research agendas that address pressing questions confronting Instructional, Student Services, and Administrative Services personnel.

The current organizational structure of Los Angeles Mission College has proven to be effective. Even with the limitations of its resources, the President encourages cross division teams to enhance instruction and student services. The current organizational chart is depicted below:
The President’s management philosophy encourages the delegation of authority to his respective Vice Presidents, who in turn, delegate authority to their administrators, supervisors, and staff. The President encourages the Vice Presidents to take ownership of issues affecting their areas. Faculty and staff are encouraged to solve issues at the management level and seek assistance from the Vice Presidents when needed. Some examples of the President’s delegation of authority include:

- Assigning the Vice President of Student Services to coordinate the Achieving the Dream Initiative.
- Assigning the Vice President of Academic Affairs to work with the Strategic Enrollment Management Subcommittee to develop a five-year strategic enrollment plan.
- Ensuring that the bond program has oversight by the Vice President of Administrative Services.
- Assigning the responsibilities of workforce education to the Associate Dean of CTE and ensuring targets are met for the Workforce Education Center.
- Working with deans and department chairs to assess the need for new programs such as allied health, applied technology, and computer science and engineering.

The President reviews enrollment trends of the College monthly and assures that the administrative structure and resource allocation for the College meet its purpose, complexity, and size.

In fall 2012, 10,200 students were enrolled at LAMC. In fall 2011, the headcount was 10,500. Even with 100 fewer sections in fall 2012 compared to fall 2011, the College was able to
accommodate a population of 300 fewer students. This data implies that once enrolled, students are not dropping from classes and that classes are filled to maximum capacity. LAMC currently has the highest average class size in the District at 41.

With the enrollment holding steady, the administrative structure meets the purpose and size of the institution. LAMC’s strategic goals are the mainstay of the institution: transfer, obtaining degrees and certificates, and obtaining basic skills; thus critical transfer courses in mathematics, English, science, social sciences, and fine arts remain a priority for the College. Basic Skills is an area of priority given the high percentage of students that do not meet the minimum requirements to enroll in freshman English and mathematics. The College has a well-organized administrative structure to address the basic skills issue. The Learning Resource Director reports to the Dean of Academic Affairs who is also in charge of the Basic Skills State Initiative funding.

SELF EVALUATION

The President has taken the College organization that has gone through six years of senior management changes and sought ways to improve planning, monitoring, evaluation, and the delegation of authority. Through weekly, monthly, and ongoing meetings with the Vice Presidents, Deans, and district executives, the President participates in planning, evaluation, and overseeing the implementation of objectives and activities to fulfill the strategic goals of the College.

The President delegates authority and has assembled a team that reflects the purpose and size of the institution. His participation in developing the research agenda with the Vice Presidents and the Dean of Institutional Effectiveness in collaboration with the shared governance committees provides a framework to evaluate the effectiveness of the administrative structure. The administration’s role in the Student Success Initiative, Achieving the Dream, and Basic Skills provide rich data to evaluate the institution’s effectiveness toward student completion, retention, persistence, and graduation.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

IV.B.2.b. The President guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTION
Upon arrival of the President a year and half ago, an “open door” policy was established within his office. The President makes himself available to listen to concerns affecting faculty, staff, administrators, students, and members of the community. This open door policy has led to initiatives that further support collegiality and identifies values, goals, and priorities.

The President utilizes the shared governance committees to identify issues in budget and planning, facilities, educational planning, student services, professional and staff development, human resources and information technology. The chairs of each committee understand the importance of entertaining issues that need input from faculty and the administration. The President participates in College Council meetings and gives priority to all recommendations made by the Council. Information and data is provided to respective shared governance committees so informed decision can be made.

The President participates in the annual College Council Retreat to discuss the importance of evaluating the strategic master plan, college plans, aligning the plans into an integrated system and conducting an overall evaluation of the College planning processes. This is done by collaborating with the co-chairs of the College, Academic Senate, AFT Faculty and Staff Guilds, and the Associated Students Organization.

In the State of the College Address that the President gives on Flex Day, he reviews the institutions values, goals, and objectives. To improve collegiality, he reemphasized the 2007 collegiality and civility policy approved by the College and pledged to monitor its use in academic year 2012/13.

The President uses the Office of Institutional Effectiveness and the Office of Information Technology to provide data to the shared governance committees and the College Council. In addition, he also provides district and statewide data for the respective shared governance committees as they deliberate on budget, strategic enrollment, facilities, technology, and student services issues.

The President utilizes data from the Student Success Initiative, Essential Skills Committee and Achieving the Dream efforts that the College has undertaken over the last year. He engages the shared governance committees with data to help formulate data driven recommendations for College Council.

The President presided over the last College Council Retreat and conducted sessions that involved:

- Assessing the progress of the strategic goals and developing new goals as needed.
- Evaluating the achievement of goals for each shared governance committee master plan (e.g. Educational Master Plan, Facilities Plan, Technology Plan, etc.).
- Further aligning the shared governance committee plans with the Strategic Master Plan.
- Conducting an overall evaluation of the entire planning process to improve planning at Los Angeles Mission College.

The President reviewed the resource allocation processes and ensured the Budget and Planning Committee is fully informed about budget trends impacting the campus. As information was received regarding the state budget and the allocations to the nine colleges and how the Colleges
would proceed, the President, through the committee chairs, shared information and encouraged recommendations and suggestions to address budget short falls. With the President’s leadership, the Budget and Planning Committee developed a ranking and prioritization criteria and process.

The President conducted a mega evaluation discussion at the last College Council retreat. He invited participation from the chairs of the College Council and the respective shared governance committees. A discussion was brought forth to the College Council that served as another overall evaluation exercise of the entire college planning processes. This occurred at the November 15, 2012 College Council meeting.

**SELF EVALUATION**

The President assures quality by his leadership in planning, budgeting, research and resource allocation. He works with all the shared governance committees and expects recommendations to be made by the respective shared governance bodies and the College Council. The President keeps the shared governance committees up to date data on college and district matters. He supports professional and staff development and assesses institutional effectiveness utilizing the College Council retreat and the evaluations conducted by the College Council, shared governance committees, and college task forces. He also reviews carefully the annual Institutional Effectiveness Report, ARCCC, and the impact or outcomes of the College’s Student Success Initiatives and AtD interventions.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**IV.B.2.c. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**DESCRIPTION**

The President attends the monthly district cabinet meetings, District Budget Committee (DBC) meetings, and President’s Council at the District level. In addition to these meetings, he also attends bi-weekly meetings of the Board of Trustees and individual meetings with district executive staff. The President is aware of the status of implementation of statutes, regulations and governing board policies.

The President brings this information to the campus and immediately notifies the appropriate shared governance committees of changes to policies, or when statutes, regulations, and governing board policies may conflict with college practice. Issues are discussed with members of shared governance and senior management. The President monitors the implementation of changes to ensure the College complies with statutes, regulations, and governing board policies.

**SELF EVALUATION**

The President has been able to keep the College fully informed about statutes, regulations, and governing board policies that need to be implemented or changed on campus. He does this
through his monthly meetings, the President’s Corner - Monte’s Mission Minutes, and through e-mails to the entire college community. He monitors the actions of the designated committees, management, and staff that are assigned to rectify any issues in statutes, regulations, and governing board policies to ensure the College meets the standards set forth by these policies.

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**IV.B.2.d. The President effectively controls budget and expenditures.**

**DESCRIPTION**

The College has reduced its total unrestricted budget by $3 million from last year fiscal year. The College budget for fiscal year (FY) 2012/13 is $23.5 million compared to $26 million in FY 2011/12. Approximately 94 percent of the College’s budget is fixed costs (e.g. personnel), leaving 6 percent of the budget available for reduction at the discretion of the College.

In Academic Year (AY) 2012/13 the College reduced FTES to 5,700 compared to 7,000 in AY 2011/12. With fewer sections hourly adjunct costs are reduced. This strategy has been the primary means by which the College has been able to reduce its total budget to meet the allocation reductions of the state.

With the extraordinary tight budgets, the Los Angeles Community College District and its nine campuses must adhere to strict budget controls, and expenditures must be closely monitored. During the President’s Cabinet meetings, the Vice President of Administrative Services reports on expenditures and their relation to the proposed budget for 2012/13. The President participates in the cyclical budget reviews which occur quarterly with the District Budget Officer and staff, and the College’s Vice Presidents. In these cyclical meetings, the spending rates are reviewed and compared to the 2012/13 budget. In addition, the enrollment status of the College is analyzed to ensure that college spending meets the FTE targets set forth by the District and college.

These cyclical meetings are essential to take corrective actions when expenditures exceed the budget and for the purpose of enrollment management planning. The status of the number of sections for fall 2012 in relation to the number of sections needed for spring 2013 is also discussed. Plans to take corrective action for enrollment are made at these meetings and communicated with the shared governance committees and College Council.

The weekly monitoring of the College budget and expenditures informs the President of the financial direction of the College and its future. The President attends the District Budget Committee (DBC) meetings and acquires information about district spending compared to spending at the other colleges and methods to enhance savings and revenue.

**SELF EVALUATION**

The President attends the Board of Trustee’s Finance and Audit Committee and assesses college performance in accordance with the issues and standards set forth by the Board. For instance, the Finance and Audit Committee requested the identification of more revenue enhancement and
cost saving measures on each campus. As a result, Los Angeles Mission College provided a report about its successes with cost savings and revenue enhancement strategies (IV.B.67).

**ACTIONABLE IMPROVEMENT PLANS**

No recommendations at this time.

**IV.B.2.e. The President works and communicates effectively with the communities served by the institution.**

**DESCRIPTION**

The College President has made significant progress in working and communicating effectively with the communities served by Los Angeles Mission College. The President has reached out to K-12 schools, businesses, non-profit organizations, community organizations, and four-year institutions. He is very active in meeting with leaders from these organizations to build partnerships that support the College mission and strategic goals. Over the past year and half the President has done the following:

- Met with local CEOs of hospitals to help build an allied health program.
- Obtained funding from Youth Policy Institute to provide the use of computers for students and community members in the College Worksource Center.
- Acquired partnerships with Cesar Chavez Learning Academies, a chartered high school under the Los Angeles Unified School District.
- Been appointed to the Los Angeles County Work Force Investment Board to assist Northeast San Fernando in obtaining more federal support for Workforce training.
- Sponsored articulation meetings with California State University, Northridge and UCLA to implement STEM transfer agreements.
- Hosted meetings with the Latino and African American community organizations to engage their support in referring youth and adults to Los Angeles Mission College.
- Established the President’s Advisory Committee consisting of members from businesses, non-profits, K-12 schools, community organizations, and government sectors to assist in the development and funding of the College.
- Developed a partnership with Velozzi Industries to establish a Light Technology Program at Los Angeles Mission College.
- Been Appointed to the National Governing Board of the Hispanic Association of Colleges and Universities and the National Association of Work Force Boards.
- Partnered with Communities and Schools to develop education and training programs for at-risk youth in collaboration with Local 300 Construction Trades Apprenticeship programs.

These activities complement the President’s work with the Citizen’s Bond Oversight Committee and the LAMC Foundation. In particular the President has been supporting the growth of the Foundation and partnered with the foundation to do the following:

- Administer the Sylmar Farmers’ Market at Los Angeles Mission College.
- Host the annual Spring Fest Food & Wine Festival and Sylmar Olive Festival events.
- Support a partnership with Maximus Corporation to offer LAMC students employment, while businesses earn tax credits for each LAMC student hired.
- Establish partnerships with Verizon Corporation to train faculty on the use of NetBooks (Lap Tops) and provide Internet service for low income students.

Finally, the President attends local neighborhood council meetings as well has chamber meetings. The President is a member of the Valley Economic Alliance and is co-sponsoring a Valley Economic Summit in spring 2013 with Los Angeles Valley College, Pierce College, and California State University, Northridge.

SELF EVALUATION

Based on the results of the fall 2011 Faculty and Staff Survey, a majority of respondents were very or somewhat satisfied with the following statements: The College President communicates effectively (72%), and the College President provides effective leadership (60%).

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>Very or Somewhat Satisfied (%)</th>
<th>Not Satisfied (%)</th>
<th>Not Applicable (%)</th>
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<tbody>
<tr>
<td>14. The College President communicates effectively with the constituencies within the College.</td>
<td>72</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>16. The College President provides effective leadership.</td>
<td>60</td>
<td>13</td>
<td>27</td>
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</tbody>
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The President has made significant progress in solidifying support for the College through his memberships, outreach, and service to community organizations, businesses, and non-profit organizations. In addition, the President has ongoing meeting with local elected officials. The meetings with Los Angeles City Council member Richard Alarcon have resulted in positive traffic mitigation plans for the neighboring community. The meetings with the Los Angeles County Supervisor, Zev Yaroslavky have generated support for the WorkSource Center and the hiring of at-risk youth in the Communities and Schools Program. The President also serves on the San Fernando Oversight Committee that decides on the disposition of redevelopment funds in the San Fernando area. Finally the President is available to local media to highlight LAMC’s progress and bring more attention and support for the College.

ACTIONABLE IMPROVEMENT PLANS

No recommendations at this time.

IV.B.3. In multi-college districts or systems, the District/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

The areas of responsibility of the District and its nine colleges are governed through legislation, the Education Code, board rules, administrative regulations, and current and past practices. In 1999, the Board of Trustees adopted a policy of partial administrative decentralization, which shifted additional responsibility and accountability for planning and decision making to the local college level. Since the adoption of this principle, the District and the Colleges have worked to clarify and delineate operational responsibilities.

The District has been actively engaged in addressing this Standard since it participated in the ACCJC’s first Multi-College Pilot Program in 1999. Several generations of functional maps delineating the mutually-defined operational roles and responsibilities of the District system and the Colleges have been produced. The 130-page 2008 Functional Map contained descriptions of board and committee roles, functions and membership of 56 district-wide governance and administrative committees, a definition of the District/college relationship, a grid of service outcomes detailing the functions of each division and administrative unit and outlining its relationship with its college counterparts, and flow charts showing administrative processes (IVB-68 2008 Functional Map).

The ACCJC evaluation teams visiting three of our colleges in 2009 agreed that while the 2008 Functional Map might not have been sufficiently publicized at the campus level, it did successfully delineate the roles and responsibilities of the District and the Colleges (IVB-69 Evaluation reports East (p. 49) Trade-Tech (p. 48). However, the teams felt that the District needed to take the additional step of evaluating the accuracy of the delineation and use the information to improve effectiveness.

To respond to this recommendation, the District Planning Committee (DPC) created a two-year project that culminated in a full assessment and revision of the functional map and engaged faculty, staff, administrative, and student leaders in a dialogue about the roles and responsibilities of the Colleges and the District. The project consisted of the following:

- **Review and Revision of Service Outcomes:** In 2009, all ESC administrative units reviewed their sections for accuracy, simplified descriptions of functions, and made sure outcome measures were feasible. The draft was circulated among user groups for suggestions used to produce a final version of the outcomes.
- **Update of District-wide Committee Descriptions:** All standing district wide committees and councils were asked to revise their descriptions using a new template to provide uniform information (IVB-70 Committee Evaluation template).
• **Expansion of the Functional Map:** The DPC incorporated additional sections to clarify the principles of governance in a partially decentralized district, including policy, roles of stakeholder groups and committees, and the cyclical evaluation of the new handbook. To assist colleges in documenting their governance and planning processes, the DPC designed a governance handbook template (IVB-71 Governance Handbook template).

• **Survey:** Results of a survey to assess the accuracy of the definition of the District/college relationship were used to create an assessment report with action items for continuous improvement of District/college role delineation. [See IV.B.3.g for details.]

These efforts led to the replacement of the 2008 Functional Map with the LACCD District/College Governance and Functions Handbook in spring 2010 (IVB-72 LACCD District Governance and Functions Handbook), which was posted on the District Web site and distributed to the Colleges and constituency groups.

Additionally, ESC staff is working with the Colleges to map business processes in anticipation of the roll-out of the new SIS, administrative software that will support academic advising, admissions, financial aid, student billing, curriculum and scheduling, and student records. The mapping process has resulted in the creation of over 275 process maps that detail functions across the District (IVB-73 process mapping).

**SELF EVALUATION**

The District recognizes that it is an ongoing challenge to delineate roles in a large multi-college district and that decentralization is a work in progress that requires periodic review. The LACCD has become partially decentralized, with some functions undertaken locally and others at the ESC. For example, some characteristics of a course are determined by the College and some by the District. Other functions, such as hiring decisions, are handled at the Colleges, but rating-in and verification of MQ’s are done at the ESC.

The extensive efforts involved in revising the functional map and the current process mapping project for the new SIS have greatly improved the understanding of roles and responsibilities across the District. Program review for ESC units will be another instrument used to address gaps in service and eliminate redundancies between college and District functions [see IV.B.3.b].

The District Governance and Functions Handbook serves as a convenient, user-friendly guide to decision-making processes and provides employees with a more accurate and informed understanding of the District’s role in relation to the Colleges. The Vice Chancellor of Educational Programs and Institutional Effectiveness keeps the online edition updated. The handbook includes results of District committee self-evaluations. Beginning in spring 2012, the handbook is being re-assessed and revised on a two-year cycle [see IV.B.3.g].

**IV.B.3.b. The district/system provides effective services that support the Colleges in their missions and functions.**

**DESCRIPTIVE SUMMARY**
The District’s primary purpose is to provide operational and logistical support to the Colleges. To do this, the ESC offers an array of support services, the main ones involving instructional and student services support, institutional research, human resources, business services (including contracts and risk management), financial services (budget and accounting), legal services, public relations and marketing, facilities planning (including oversight of the construction program), and information technology. Collaborative procedures between the District and the Colleges include the budget allocation model, submission of state MIS data, and implementation of board rules. Each college, through its own budget allocation process, determines specific operational and educational priorities.

The DSP identified among its goals the development of a district-wide “culture of service and accountability” to maximize the ability of the Colleges to act efficiently as independent entities while enjoying the benefits of being part of a large, multi-college district. The revised 2012-17 plan has made one of its principles the goal of “organizational effectiveness.”

To assess effectiveness in providing services, Customer Satisfaction Surveys for every major service unit in the ESC were piloted in fall 2008 and continue to be collected (IVB-74 Customer Satisfaction Surveys). The results of these surveys are used to improve unit performance and further refine operations. To take the satisfaction surveys one step further, in August 2012 all administrative service units of the ESC were placed on a comprehensive three-year Program Review cycle, with annual plans due every year.

The District’s Research Office serves the Colleges by providing information they can use to improve student learning and institutional effectiveness. The office conducted student surveys in 2000, 2005, 2009, and 2012 (IVB-75 District Research Office Web site) and distributes and analyzes the results of surveys at the monthly District Research Committee (IVB-76 DRC minutes). It has also taken the lead on MIS awards submissions, Federal Gainful Employment, SB 70, and Achieving the Dream reporting for the nine colleges.

To assist the Colleges, the District is taking the lead to address the U.S. Department of Education requirement to put state authorizations in place for students taking online classes. The Vice Chancellor of Educational Programs and Institutional Effectiveness wrote to all 50 states to request authorizations for all nine colleges, taking the burden off of the Colleges to comply with this regulation.

The Office of Diversity Programs has taken on duties that were previously performed locally, such as the investigation of complaints.

SELF EVALUATION

The District’s ongoing self-analysis [see IV.B.3.a] has resulted in recommendations for the refinement of functions. Involving input from all nine colleges, survey results have led to the establishment of clear outcomes for all LACCD administrative offices, which are being used to measure the effectiveness of support services. For example:

- The Environmental Health and Safety Unit was ranked as performing at a level that either "exceeds expectations" or "meets most expectations" 87.5% of the time. All of the qualitative comments were positive.
● A high degree of satisfaction (81.9%) was expressed for the unit handling Workers Compensation claims.

● Business Services at the Colleges and the ESC were on different cycles, but as a result of feedback from the surveys, starting fall 2012 all units are on the same three-year cycle.

● The Office of Diversity Programs concluded that it needed to provide more training to colleges on compliance issues (e.g., sexual harassment and reasonable accommodations), provide guidance on diversity and equal employment, and continue to offer technical assistance on prohibited discrimination complaints. In the past year, the Office offered trainings on serving as Equal Employment Opportunity Reps on hiring committees, conducting Disciplinary and Harassment Investigations, and reasonable accommodations.

[IVB-77 Unit improvement plans]

Although many functions have been decentralized, the functions the District performs are beneficial to the Colleges. For example, when the District replaced its outdated paper payroll system with an automated version (SAP), the District designated trained personnel on each campus to deal with payroll issues that arose from the conversion. To assist LACCD employees with questions about their benefits, the District established a call center (IVB-78 Benefits Call Center http://www.laccd.edu/health/). When colleges said they needed to reduce the time it took to establish budgets for new Specially Funded Programs, the Office of Budget and Management Analysis streamlined the process and conducted trainings.

Another example of District support is the upgrading of college Web sites. Working collaboratively, college public information officers met with District staff and outside consultants to design web page templates. This project has enhanced district wide communications and provided valuable support to college staff.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

DESCRIPTIVE SUMMARY

The District Budget Committee (DBC) develops and oversees implementation of the District’s resource allocation model. In 1999, the DBC was restructured to include additional faculty representation; it is now comprised of the nine college presidents and representatives from the administrative units, the DAS, and the collective bargaining units.

The DBC has periodically reviewed and evaluated the allocation model and recommended changes when necessary. In 2007, as a result of a third-party review instituted to assure that the smaller colleges were not being negatively impacted, the District instituted a budget allocation model that paralleled SB361, the state budget formula. Funds were distributed to the Colleges on a credit FTES basis with a two-tiered basis for noncredit, less assessments to pay for centralized accounts, services provided by the ESC, and set aside funds for the District’s contingency reserve. Five of the Colleges received an augmented foundation grant of $500,000 due to the additional administrative, business, and operational expenses incurred by the four smaller colleges and the high-cost CTE programs at Trade-Tech. To make the system more equitable, District-wide assessments were changed from a percentage of college revenue over total district revenue to a cost per FTES basis (IVB-79 Final Budget Allocation, SB361 Allocation Mechanism).
In 2008, the DBC formed the Fiscal Policy and Review Committee (FPRC) to address the situation of colleges continuing to experience budget difficulties and to consider new approaches for improving their fiscal stability. To address an action item to review the District budget process-[see IV.B.3.g)], the FPRC and the DBC reviewed their roles. In spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC) and the charges for both committees were revised to ensure that budget planning policies were consistent with the DSP (IVB-80 DBC minutes May 18, 2011).

In 2011, the ECDBC began reviewing the District’s budget allocation formula, examining base allocations, the use of ending balance policy, assessments for ESC operations, enrollment growth targets, and the College deficit repayment policy, in addition to a thorough review of other multi-college district models. The result was a recommendation to amend the current allocation model to one with minimum base funding. The new model has two phases:

- Phase I increases the Colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs.
- Phase II calls for the ECDBC to study the remaining allocation agenda for allocation changes that identify college needs (including M&O), provide funding for colleges to deliver equitable access for students, and ensure that colleges are provided with sufficient funding to maintain quality instruction and student services.

After vetting the proposed changes through the DBC and Chancellor’s Cabinet, the DBC approved the recommendations in March 2012, and sent them to the Board’s Finance and Audit Committee for review. The Board adopted the new budget allocation model in June 2012 (IVB-81 Budget Allocation Model). The ECDBC is continuing to review budget allocation issues as the new model is implemented.

SELF EVALUATION

Since 2006, the District has been constantly reviewing and adjusting its budget allocations to ensure the Colleges can operate and support their programs and services, for example, giving supplemental funding to the four smaller colleges and to Trade-Tech to compensate for high cost vocational programs. As the District faces state funding shortfalls, it will continue to review its resource allocations to the Colleges and its reserve levels. The District is currently conducting its phase II of the budget allocation review to address other funding and expenditure issues.

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

The District has established mechanisms to control expenditures. Each college president is responsible for the management of his/her college’s total budget and must establish a process for budget development; each District vice chancellor is responsible for his/her budget. Each is expected to balance his/her budget and effectively utilize financial resources. Each college is required to prepare a quarterly fiscal report that provides budget-to-actual revenue and expenditure data for all budget line items to determine if there are any expenditure problems.
To ensure sound fiscal management and provide a process to monitor and evaluate their financial health, all nine colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, the requirement to set aside a 1% reserve, and the obligation to balance the College’s budget (IVB-82 Report on Fiscal Solvency).

The District’s monthly budget reports support the fact that the District is making sound financial and expenditure decisions. Extensive Budget and Financial Reports are prepared for each of the meetings by the Chief Fiscal Officer and Budget Director and informed by an independent audit report that is reviewed by the Board’s Finance and Audit Committee. All of these reports show that the District consistently ends each fiscal year with a positive balance and meets its financial obligations (IVB-83 DBC reports).

In fall 2006, the LACCD took significant steps to address the issue of its unfunded liability for retiree health care by negotiating with the employee unions to begin pre-funding its unfunded obligation. The District annually directs 1.92% of the previous fiscal year’s full-time employee payroll into an irrevocable trust managed by CalPERS. An amount equivalent to the District’s annual Medicare D refund is also diverted from its operating budget into the trust. As of June 2012, the ending balance in the trust was $39,751,541. The Fair Market Value of the Trust was $41,694,651 (IVB-84 GASB trust quarterly statement, June 2012).

In order to maintain control over health benefit costs for employees, the Joint Labor Management Benefits Committee (JLMBC) which works collaboratively to recommend medical insurance carriers and plans. In 2009, facing a state budget crisis and enormous increases in the cost of health benefits, the JLMBC reduced the cost of health care coverage for active and retired employees by agreeing to move to health care plans administered by CalPERS. Because of the significantly lower retiree benefit costs, the District’s GASB obligation was reduced by about $97 million (IVB-85 Post-Retirement Health Benefits Actuarial Valuation Study August 2012).

SELF EVALUATION

The District has a long history of financial solvency. Through its effective control of expenditures, since the 1990’s the District has consistently ended the fiscal year with a positive balance. Over the last few years it has maintained healthy ending balances (14% in 2009-10, 17% in 2010-11, and 14% in 2011-12) despite drastic cuts in state funding (more than $100 million or between 15%-20%).

The District’s adherence to the State’s recommendation to maintain a reserve of at least 5% has proven to be a prudent policy. In June 2012, the Board directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve, which has allowed the District to minimize the impact of cuts to college operations resulting from the State's financial crisis (IVB-86 Finance and Audit minutes June 13, 2012).

In 2007, the District’s GASB pre-funding plan was cited as a best practice by a State commission (IVB-87 Public Employee Post-Employment Benefits Commission report p. 169-173). The District monitors its liability and continues to assess the adequacy of its annual contribution. Even though the District received less funding from the state due to the budget crisis over the last
three years, it has not interrupted its annual contribution. If the pre-funding plan continues, in addition to the annual pay-as-you-go amount, the District will accumulate sufficient funds over the next 15 to 20 years to fully fund the ARC.

The JLMBC has been a successful model for savings in an environment of spiraling health care costs and was honored as an exemplary model of labor-management collaboration that has resulted in delivering cost effective high quality services (IVB-88 AFT Saturn/UAW Partnership Award). The switch to CalPERS and the self-funding of employee dental and vision coverage saved the District about $30 million in the two years following the move (IVB-89 JLMBC report July 13, 2011).

IV.B.3.e. The chancellor gives full responsibility and authority to the Presidents of the Colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the Colleges.

DESCRIPTIVE SUMMARY

The Chancellor gives the College presidents the authority to administer their responsibilities at the Colleges without interference. Monthly Cabinet meetings are held to keep the College presidents apprised of District policies. Through a regular evaluation process that includes clear grades for effectiveness in key areas, the Chancellor holds college presidents accountable for the effective functioning of their colleges. These evaluations are reviewed and approved by the Board of Trustees [See IV.B.1.j].

SELF EVALUATION

Seeking a balance between centralized and decentralized control, presidents make key decisions but are also held directly accountable for their actions.

IV.B.3.f. The district/system acts as the liaison between the Colleges and the governing board. The district/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

The District has several vehicles for communicating with the Colleges. It provides reports pertaining to such areas as finance, personnel, and demographics. It maintains several databases which allow personnel to access information related to college operations as well as employee and student information.

District-wide councils and committees, such as the Presidents’ Cabinet, the Vice Presidents of Academic Affairs Council, the Vice Presidents of Administrative Services Council, the Chief Student Services Officer Council, the CTE Deans, the Student Success Initiative Committee (SSI), and the Technology Policy and Planning Committee (TPPC) facilitate the sharing of information, which attendees bring back to their campuses. A video conferencing system allows representatives from the nine colleges and the District to meet virtually.
Representatives from constituency groups (collective bargaining units -- including faculty, staff, and administration -- the Academic Senate, and students) have seats at the resource table at Board of Trustees meetings, and comments from the resource table are a standing item on the agenda. Representatives have the opportunity to participate in the discussion of any item that comes before the Board for a vote. Before meetings, agendas are posted at the ESC and on the District Web site and emailed to the College presidents, VPs, Academic Senate presidents, and bargaining unit representatives. Minutes are posted on the District Web site.

**SELF EVALUATION**

Recognizing that communication had been an issue, the Chancellor, who took office in 2010, made a commitment to improving the flow of information between the District and the Colleges. The Chancellor’s Office issues frequent bulletins to all employees at the Colleges with budget updates and relevant information, including resolutions passed by the Board (IVB-90 Chancellor’s bulletins).

The new chair of the District Strategic Planning Committee made a similar commitment by creating a communications plan designed to increase employee understanding of how their roles relate to the strategic plan (IVB-91 DSP Communications Plan July 2011).

In the past two years, the District’s Office of Educational Programs and Institutional Effectiveness has improved communication by taking the following steps:

- Established a new link -- District-level Governance Committees -- on the District home page and posting current agendas and minutes on this LACCD 411 page
- Added a search feature to find information in the minutes (in the first two months, the page had over 600 hits)
- Reminded District-level governance chairs to send agendas to the IE Office at least 72 hours before each meeting as well as approved minutes following the meetings (IVB-92 District Governance Committee webpage [http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees](http://www.laccd.edu/inst_effectiveness/DL_Governance_Committees))

In 2011, District IT began the process of completely revamping the District Web site (IVB-93 District Web site Redesign kickoff meeting). The new Web site, launched in fall 2012, will facilitate the ease by which ESC personnel can manage content and update the Web site. The site has a calendar of events and news updates on the homepage.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**DESCRIPTIVE SUMMARY**

The LACCD has been continuously delineating the roles played by the District and the Colleges (see IV.B.3.a) and has a long history of active participatory governance at the District level; however, the effectiveness of its role delineation and its decision-making processes had not been
formally assessed prior to ACCJC site visits in 2009. In response to the teams’ recommendations, the DPC took the following steps to implement a new cyclical process for self-evaluation (IVB-94 Cityside Colleges Follow-Up Report):

- Conducted a survey to assess district/college role delineation and issued an assessment report, based on the results, with two action plans:
  1. Review the District budget process [see IV.B.3.c]
  2. Optimize District/college administrative operations [see IV.B.3.b]

  (IVB-95 District/College Roles and Functions Assessment Report)

For an examination of steps taken to clarify district/college role delineation as a result of this evaluative process, see IV.B.3.a.

- Conducted a survey to assess district wide participatory governance and issued an assessment report, based on the results, with four action plans:
  1. Implement a district wide communications and transparency initiative [see IV.B.3.f]
  2. Review the District budget process [see IV.B.3.c]
  3. Streamline district-level governance and planning processes [see committee SELF EVALUATION template, described below]
  4. Enhance professional development on District governance [A module is being developed for the District Web site to train constituents on the inter-connection between local shared governance decision-making structures and district governance.]

  (IVB-96 District-wide Governance Survey Assessment Report)

- Designed a template for the annual SELF EVALUATION of district-level governance committees that allows committee members to report the major issues addressed, accomplishments, obstacles to effective functioning, and future goals. Results are posted online and reported to the Board as part of its annual review of District effectiveness (IVB-97 Completed District-wide Governance Committee SELF EVALUATIONs).

To close the loop on its biennial cycle of governance, the DPC revised the survey and disseminated it in 2012. The results will be used to craft new recommendations to improve district-level governance and decision making processes, which will be re-assessed every two years (IVB-98 2012 District-wide Governance Survey Results).

**SELF EVALUATION**

The comprehensive assessment efforts described above led to the creation of the new LACCD District/College Governance and Functions Handbook, which clearly establishes District roles of authority and responsibility and helps leaders navigate district wide governance and decision making processes more effectively. The District’s follow-up regimen is improving district-level governance and decision-making processes by ensuring that ongoing efforts lead to continuous improvement.

The committee self-evaluation process allows those who participate in governance to check that activities align with the committees’ charges, reflect on achievements, set new goals, and make recommendations for improvements.
In addition to these SELF EVALUATION efforts, the Board’s District Effectiveness Review Cycle [see IV.B.1.g] has improved its ability to monitor district-wide progress on all district-level strategic goals and Board priorities and help guide decision-making.

The District’s governance and decision-making structures are collegial and inclusive, with constituents working together to help the Colleges reach their goals. District leadership actively seeks the participation of local college leaders in decisions that affect all of the Colleges. Faculty and staff are well represented on district wide committees. Students have a voice through a student trustee, who sits on the College Planning and Advisory Councils and college president selection committees, and convenes the Student Affairs Committee, which considers policies that impact students.
STANDARD IV – EVIDENCE

IV.A.1 College Council Charter
IV.A.2 Minutes of Academic Senate Meeting
IV.A.3 Educational Planning Committee Minutes, October 22, 2007.
IV.A.4 EPC minutes, September 20, 2010.
IV.A.5 January 11 Facilities Minutes
IV.A.6 Educational Master Plan
IV.A.7 See Program Review template
IV.A.8 See Agenda and Minutes for 11-12
IV.A.9 See 11-12 Evaluation
IV.A.10 See Minutes of College Council retreat October 12
IV.A.11 Flow Chart by Curtis Stage
IV.A.12 See Curriculum Committee minutes etc.
IV.A.13 See Advisory Committee membership
IV.A.14 See State of College Address
IV.A.15 Agenda for Vision/Values Workshop
IV.A.16 Accreditation Steering Committee
IV.A.17 Agenda for Campus Wide Retreat
IV.A.18 College Code of Conduct
IV.A.19 Minutes of December 6, 2007 meeting
IV.A.20 Agenda of College Council Meeting Agenda December 20, 2007
IV.A.21 Personnel Guide B474 and B476
IV.A.22 Campus Email Policy
IV.A.23 Web site link for shared governance charters, minutes and agenda
IV.A.24 Example of College Council Agenda
IV.A.25 Membership of College Council
IV.A.26  Agenda for audit training at Trade Tech
IV.A.27  New Technology Plan
IV.A.28  Minutes of College Council Retreat, October 12, 2012
IVB.29  Board Rule 1200; Board Rule 1800; Administrative Regulation E-64
IVB.30  LACCD Strategic Plan, 2006-2011
IVB.31  DPC Scorecard Report and Recommendations
IVB.32  DSP Committee minutes May, 24, 2011
IVB.33  SWOT results and input spring 2012
IVB.34  LACCD Strategic Plan Draft, Vision 2017
IVB.35  LACCD Technology Strategic Plan
IVB.36  Implementation Task Force Prioritization
IVB.37  Board Decentralization Policies
IVB.38  RP Excellence in Planning Award
IVB.39  Standing Committee minutes; BR 2605.11
IVB.40  Building Program Actions
IVB.41  Moratorium Status
IVB.42  IE Committee Minutes June, July, August 2012
IVB.43  Corrective Action Matrix
IVB.44  Accreditation Summit September 26, 2012
IVB.45  Board Rules Chapter II Art. III
IVB.46  Board Rules
IVB.47  Chancellor’s Directive 70, District-wide Internal Management Consultation Process
IVB.48  Administrative Regulation C-12
IVB.49  Confirmation of Periodic Review
IVB.50  Board Rule 2105
IVB.51  Orientation procedures for new student trustees
IVB.52  Board member orientation July 2011
IVB.53  Board retreat February 2012
IVB.54  Board Rule 2301.10
IVB.55  District Effectiveness Review Cycle flow chart; August 2011 Board retreat
IVB.56  Corrective action matrix on Board professional development
IVB-57  Article III BR 2300.10 and 2300.11
IVB.58  Institutional Effectiveness Committee minutes October 1, 2012
IVB.59  Chancellor’s Directive 122 and IE Committee Minutes
IVB.60  Chancellor Evaluation Data Collection; BOT Agenda Oct. 3, 2012
IVB.61  BR 10308 Selection Procedures for College Presidents
IVB.62  Performance Evaluation Process for College Presidents
IVB.63  Schedule of presidents’ evaluations
IVB.64  Presidents’ evaluation packet
IV.B.65  Reorganizations
IV.B.66  See Evidence of the proposal
IV.B.67  See Revenue Enhancement Proposals to district
IVB.68  2008 Functional Map
IVB.69  Evaluation reports East (p. 49) Trade-Tech (p. 48)
IVB.70  Committee Evaluation template
IVB.71  Governance Handbook template
IVB.72  LACCD District Governance and Functions Handbook
IVB.73  Process mapping
IVB.74  Customer Satisfaction Surveys
IVB.75  District Research Office Web site
IVB.76  DRC minutes
IVB.77  Unit improvement plans
IVB.78  Benefits Call Center
IVB.79  Final Budget Allocation, SB361 Allocation Mechanism
IVB.80  DBC minutes May 18, 2011
IVB.81  Budget Allocation Model
IVB.82  Report on Fiscal Solvency
IVB.83  DBC reports
IVB.84  GASB trust quarterly statement, June 2012
IVB.85  Post-Retirement Health Benefits Actuarial Valuation Study August 2012
IVB.86  Finance and Audit minutes June 13, 2012
IVB.87  Public Employee Post-Employment Benefits Commission report (p. 169-173)
IVB.88  AFT Saturn/UAW Partnership Award
IVB.89  JLMBC report July 13, 2011
IVB.90  Chancellor’s bulletins
IVB.91  District Strategic Plan Communications Plan July 2011
IVB.92  District Governance Committee webpage
IVB.93  District Web site Redesign kickoff meeting
IVB.94  Cityside Colleges Follow-Up Report
IVB.95  District/College Roles and Functions Assessment Report
IVB.96  District-wide Governance Survey Assessment Report
IVB.97  Completed District wide Governance Committee Self Evaluations
IVB.98  2012 District wide Governance Survey Results
LAMC ACTIONABLE IMPROVEMENT PLANS

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

1. The College will clarify the linkage between district and college planning and provide faculty, staff, and students a clear understanding of those linkages and how they impact LAMC’s planning processes that support student learning and institutional improvement. This information will be disseminated by the President’s Office through a new monthly newsletter, town hall meetings, Web site information, and e-mail communications.

2. College Council will utilize the newly established Program Review Oversight Committee to ensure standardization and evaluate the effectiveness of the Program Review process across all campus divisions.

STANDARD II.A: INSTRUCTIONAL PROGRAMS

3. The SLO Coordinator will work with the Academic, Student Service, and Administrative units to further identify achievement gaps, identify appropriate assessment measures, and implement improvements to assure quality instructional programs in support of student learning.

4. The Vice President of Academic Affairs, Dean of Institutional Research, Associate Dean Career Technical Education and Workforce Development, Educational Planning Committee, and Strategic Enrollment Committee will identify barriers to completion and develop strategies to decrease the amount of time it takes LAMC students to complete certificates of achievement.

5. The Transfer Center Counselor Coordinator will collaborate with the Counseling Department and Dean of Student Services to develop an operational plan to increase awareness and utilization of the Transfer & Career Center.

6. The Program Viability Committee will review the viability of the PACE program by June 30, 2013 and will issue a report with recommendations to the Academic Senate.

7. The Educational Planning Committee will review the Program Viability process during the academic year 2012-2013 and make recommendations for improvement to the Academic Senate.

STANDARD II.B: STUDENT SUPPORT SERVICES

8. The Student Support Services Committee in consultation with the District will develop a plan to increase LAMC’s Web site accessibility to persons with disabilities by mid-spring 2014.

9. The Vice President of Student Services in conjunction with Administrative Services, Academic Affairs, and ASO Advisor will conduct meetings once a semester to clarify, disseminate, and provide training for club advisors, faculty, staff, and students on guidelines, policies, and procedures for scheduling events.
10. The Counseling Department in collaboration with Academic Affairs will review the Discipline Advisor Program to enhance the advising services the College provides to its students by spring 2014.

11. The Faculty and Staff Development Committee will partner with the Associated Student organization (ASO) to develop a series of diversity activities for the College to be implemented AY 2013 – 2014.

12. The Vice President of Student Services in collaboration with Academic Affairs and faculty will develop practices to improve student performance in assessment by providing assessment preparation and orientation.

13. The Vice President of Student Services and appropriate staff will address all audit findings by developing and implementing a Corrective Action Plan.

STANDARD II.C: LIBRARY AND LEARNING RESOURCES

14. The College will seek funding to modernize and expand the Library and address immediate needs as defined in the 2013 Library Program Review.
15. The Library will seek funding to create a laptop lending program to expand access of library resources.
16. The Dean of Academic Affairs and Vice President of Student Services will review learning support services throughout the campus and develop a plan to improve efficiency of services by spring 2014.
17. Student Services in collaboration with Academic Affairs will develop a holistic approach for Student Success using resources such as tutoring, supplemental instruction, basic skills development, childcare, and work placement.
18. The College will establish a Library Computer Lab within the library for information competency workshops and library research orientations.

STANDARD III.B: FACILITIES

19. The Facilities Planning Committee and College Council will ensure that all constituent groups are familiar with the progress of the Facilities Master Plan by providing regular updates to the campus community.
20. The College will implement a preventive maintenance plan for the Library and LRC building to correct reoccurring drainage problems. (Moved from Standard IIC)

STANDARD III.C: TECHNOLOGY

21. The Vice President Administrative Services and College IT Manager will develop a plan to identify funding for ongoing operational support needs for existing and new technology projects.
22. Technology Committee Co-Chairs will propose an assessment plan and approval process for all long-term technology projects.

STANDARD IV: LEADERSHIP AND GOVERNANCE

23. The College will use various methods to improve collegiality, campus climate, and effective communication, such as diversity workshops, facilitation for specific departments/areas, and
leadership meetings.

24. The College will work with the ASO leadership to encourage and ensure student representation on all shared governance committees.

25. The Student Support Services Committee, College Council, and ASO will collaborate in efforts to conduct various workshops on an ongoing basis to improve student awareness of College governance, the Brown Act, and the Student Code of Conduct.