



Los Angeles Mission College

ACCREDITATION Follow-Up Report

February 18, 2014



Los Angeles Mission College

ORGANIZATION OF THE FOLLOW-UP REPORT PROCESS

Notification of Los Angeles Mission College warning status with the ACCJC was communicated to the campus on July 9, 2013. As instructed in the Commission letter dated July 3, 2013, the Institutional Self-Evaluation Report, the External Evaluation Report, and Commission action letter was made available to signatories, the LACCD Board of Trustees, the district Chancellor, College staff and local community members through the college website.

Los Angeles Mission College began its preparation on this Follow-Up Report immediately following receipt of the Commission action letter and in response to the fourteen recommendations.

The Vice President of Academic Affairs, who serves as Accreditation Liaison Officer (ALO) is designated as the coordinator for this Follow-Up Report, along with the Accreditation Steering Committee (ASC) Co-Chairs, Daniel Villanueva and Faculty Co-Chair Madelline Hernandez. Through the summer and fall of 2013 the ASC met monthly to discuss and review the progress of each recommendation.

Beginning in July of 2013, the Accreditation Steering Committee assigned responsibility of each recommendation to the division Vice Presidents to establish writing teams with representation from faculty, staff, and administration. The writing teams met during the summer, fall and winter terms to establish action plans, oversee the progress of the recommendations and organize the initial writing of the draft report.

The administrators, ASC Co-Chairs, ALO and writing teams collaborated to ensure that the action plans were monitored, updated and adhered to, processes updated as necessary, and data and evidence collected. Progress of the action plans and drafts reports were presented and reviewed by the ASC at their monthly meetings. As writing drafts were reviewed and updated, they were made available on the campus share drive. In addition, evidence supporting each recommendation was gathered and posted on the Web site.

The Los Angeles Community College District Vice Chancellor of Institutional Effectiveness coordinated a meeting on **January 8, 2014** to provide support with the follow-up report process.

To keep the campus community informed about the status of the Follow-Up Report process, the Accreditation Steering Committee made monthly reports to the Educational Planning Committee, Academic Senate and College Council. The College presented its Report to the Institutional Effectiveness Committee on February 26, 2014, for review. **On February 27**, and March 6, 2014, the College Council and Academic Senate approved the final follow-up report. The Board of Trustees approved the Follow-Up Report on **March 12, 2014**.

College Recommendation 1

To meet the Standards, the team recommends the college develops and institutes a formal process utilizing its established governance and decision making processes for reviewing its mission on a regular basis and making revisions as necessary. (I.A.3)

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.

Progress in Addressing the Recommendation

Los Angeles Mission College (LAMC) recognizes the central importance of having a living mission statement that drives strategic planning and enhances institutional effectiveness. The mission statement also serves to unify faculty, staff and students in achieving institutional goals and promoting student learning. The College has now developed and instituted a formal process, utilizing its shared governance and decision-making processes, to review its mission statement annually and make revisions as necessary.

In previous years, the College's mission statement was reviewed as part of the annual College Council Retreat (1.1). Since the accreditation visit in March 2013, the College has instituted a formal process to ensure that the mission statement is reviewed by the appropriate shared governance groups. The *Process for Review of the Mission Statement* was developed by College Council at the annual College Council Retreat, which took place on August 20, 2013 and was continued on September 6, 2013 (1.2). During the Fall 2013 term, the shared-governance Budget and Planning, Educational Planning, and Student Support Services Committees, as well as Academic Senate, AFT Faculty Guild, and AFT Staff Guild, reviewed the College Council's recommendation, and approved the *Process* (1.3, 1.4). At its December 19, 2013 meeting, the College Council made its final recommendation, which the President approved (1.5, 1.6). The new *Process for Review of the Mission Statement* was initiated immediately (1.7).

During the fall 2013 term, in conjunction with review of the Process, the College conducted a review of the current mission statement (1.8). The shared-governance Budget and Planning, Educational Planning, and Student Support Services Committees reviewed the mission statement and made recommendations to College Council to retain or update the current statement and changes were recommended only by the Student Support Services Committee (1.9). At the December 2013 meeting, College Council reviewed the feedback from all groups and recommended that the current mission statement be retained (1.10). The President approved this action, thereby completing the cycle of mission review (1.11)

The College Council evaluated the *Process for Review of the Mission Statement* at its winter retreat (1.12). The committee deemed the process somewhat cumbersome and confusing and modified it to streamline the review, approval and vetting. The committee also revised the timeline so that review of the mission statement will take place during the spring term to allow for any changes to be approved in time to ensure the statement continues to drive strategic

planning, is included in the next year's catalog, and is disseminated campus-wide. The revised process is as follows (1.13):

1. The divisional shared-governance committees (Budget and Planning Committee, Education Planning Committee, Student Support Services Committee), and ASO review the mission statement and make suggestions for any changes.
2. The results of their reviews and suggested changes are forwarded to College Council.
3. College Council receives and considers all comments and suggestions and formulates a final recommendation for any changes to the mission statement.
4. College Council forwards the final recommended mission statement to the divisional shared governance committees, ASO, Academic Senate, AFT Faculty Guild and AFT Staff Guild for vetting.
5. College Council receives any final comments.
6. College Council receives and considers all comments and suggestions and formulates a final recommendation for approval of any changes to the mission statement to forward to the President.
7. The President considers the College Council's recommendation and takes action to approve the recommended changes to the mission statement or to retain the existing mission statement.
8. A Town Hall is scheduled to publicize campus-wide the action on the mission statement.
9. College Council re-evaluates the process for review of the mission statement and makes any necessary changes for improvement.

The President approved this action, thereby completing the evaluation of the *Process* (1.14).

Conclusion

The College has fully resolved this recommendation.

The College has developed a formal, systematic, sustainable process utilizing its established shared governance and decision-making processes for annual review of the mission statement (I.A.3). This new process was initiated and institutionalized in the fall of 2013 and will be evaluated annually during the College Council winter retreat.

List of Evidence

- 1.1 College Council Retreat Agenda and Minutes
 - 8/26/2009 – Agenda, Minutes
 - 8/27/2010 – Agenda, Minutes
 - 10/12/2012 – Agenda, Minutes
- 1.2 College Council Retreat
 - 8/20/2013 – Agenda, Minutes
 - 9/6/2013 – Agenda, Minutes
- 1.3 Shared Governance Committees Agendas and Minutes
 - Budget and Planning Committee
 - Educational Planning Committee

- Student Support Services Committee
- 1.4 Academic Senate and Unions Agenda and Minutes
 - Academic Senate
 - AFT Faculty Guild
 - AFT Staff Guild
 - 1.5 College Council Agenda and Minutes - 12/19/2013
 - 1.6 College President Approval of the *Process for Review of the Mission Statement*
 - 1.7 *Process for Review of the Mission Statement*
 - 1.8 LAMC Mission Statement
 - 1.9 Refer to 1.3
 - 1.10 Refer to 1.5
 - 1.11 College President Approval of the Mission Statement
 - 1.12 College Council Retreat Agenda and Minutes - 2/4/2014
 - 1.13 REVISED *Process for Review of the Mission Statement*
 - 1.14 College President Approval of the REVISED *Process for Review of the Mission Statement*

College Recommendation 2

To meet the Standards, the team recommends the college assess the achievement and learning outcomes for each of the past five years by programs and the college, set standards for student success including student achievement and student learning, accelerate its efforts to assess outcomes in all courses, programs, degrees and certificates and assess how findings have led to improved student learning and the achievement of the college mission, and widely distribute the results so they may be used as the basis for all constituent groups to engage in self-reflective dialog about the continuous improvement of student learning and institutional processes. (I.B, II.A, II.B, I.B.2, I.B.6, II.A.1.c, II.A.2, ER 10)

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 Parsed Los Angeles Mission College Team Recommendations, with Cited Standards and Eligibility Criteria, March 2013 2 program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.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.

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

II.A. Instructional Programs: 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.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. 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.

ER10. 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.

Progress in Addressing the Recommendation

Student Achievement Outcomes Assessment and Standards

LAMC has engaged in ongoing and thorough dialogue regarding student achievement outcomes, data and expectations. In accordance with ACCJC requirements and US Department of Education regulations, the College has set standards for student achievement as required in the following areas: (1) successful course completion rate, (2) fall-to-fall retention rate, (3) number or percentage of degree completions, (4) number or percentage of certificate completions, and (5) number or percentage of transfers. LAMC has also decided to set a standard for course retention, because it is an achievement measure that is typically considered along with course success at the institution.

The College has assessed these student achievement outcomes at the program and college level for each of the past five years. Discussion on the development of institution-set standards for these student achievement measures was initiated in the July 15, 2013 meeting of the Research and Evaluation Theme Team (2.1. *ASC Research and Evaluation Theme Team Minutes – July 15, 2013*). The Team had been established by the Accreditation Steering Committee (ASC) in its meeting on May 22, 2013 to address the College's needs for sustainable research and evaluation systems that support an evidence-based collegial culture (2.2. *ASC Minutes – May 22, 2013, page 4*). Team members decided that the Dean of Institutional Effectiveness would compile and analyze the data for the College's performance on the six student achievement outcomes for each of the past five years for the College as a whole, and also by program (discipline) where applicable. To ensure sufficient input and discussion from appropriate campus constituencies, these data would then be evaluated and discussed by the Council of Instruction (COI) and, based on its analysis, COI would propose performance standards to the Educational Planning Committee (EPC). EPC would then have the opportunity to discuss the standards further and to refine them. It was also decided that the standards recommended by EPC would then be presented to the Academic Senate and College Council for approval.

The process as outlined was followed in the fall 2013 semester. COI members were provided with the specified data (2.3. *Institution-Set Standards Data Summary*), and evaluated the data at their meeting on November 6, 2013 (2.4. *COI Minutes – November 6, 2013*). As a basis for the standards, the COI considered and discussed five-year trends, five-year minimum, five-year average, 95 percent of the five-year average, the program-level data, and the Los Angeles Community College District (LACCD) overall performance (where available) for each measure. The Dean of Institutional Effectiveness led the COI members in a discussion to determine what a reasonable and acceptable standard would be for each outcome at the college level. Members

learned that ACCJC defines a standard as the level of performance set by the institution to meet educational quality and institutional effectiveness expectations, and thus that each standard serves as a point at which the college evaluates whether it is meeting the expected level of achievement. COI agreed upon proposed institution-set standards at this November 6, 2013 meeting. As part of the discussion, the College’s current and prior levels of performance were evaluated in relation to the proposed standards. Members noted that the College was currently exceeding the standards in all cases and was therefore meeting educational quality and institutional effectiveness expectations for these student achievement outcomes.

The proposed standards were next forwarded to EPC (2.5. *Institution-Set Standards for EPC Review*). They were discussed and reviewed starting in the November 18, 2013 EPC meeting (2.6. *EPC Minutes – November 18, 2013*), and continuing in the meeting on December 2, 2013. At that meeting, EPC recommended that the proposed standards be forwarded without any changes to the Academic Senate for approval (2.7. *EPC Minutes – December 2, 2013*). The Dean of Institutional Effectiveness presented the proposed standards to the Academic Senate at their December 5, 2013 meeting (2.8. *Institution-Set Standards for AS Review*), and the Academic Senate approved them at that meeting (2.9. *AS Minutes – December 5, 2013*). The institution-set standards received final approval from the College Council on December 19, 2013 and from the President (2.10a. *Institution-Set Standards for College Council Approval*; 2.10b. *College Council Minutes – December 19, 2013*; 2.10c. *President’s Approval of College Council Action Item for Institution-Set Standards*).

The following is a summary of the past five years of data at the college level for each of the six student achievement outcomes, along with the approved institution-set standards:

1. Institution-set standard for successful course completion rate:

Successful course completion rate equals the number of students who receive a successful grade (A, B, C, or P) over the number of students who were enrolled in the course at census.

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Approved Standard
62.9%	66.2%	67.5%	69.2%	69.2%	64.0%

2. Institution-set standard for course retention rate (the extra achievement outcome included by LAMC):

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

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Approved Standard
84.3%	88.3%	87.2%	88.0%	87.6%	85.0%

3. Institution-set standard for persistence rate:

Persistence rate equals the number of students who completed a course in the fall and enrolled in a course the following fall.

Fall 2007-	Fall 2008-	Fall 2009-	Fall 2010-	Fall 2011-	Approved
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Response to Team and Commission Recommendations

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Standard
48.4%	48.5%	48.9%	48.6%	52.6%	48.0%

4. Institution-set standard for number of student degree completions:

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Approved Standard
405	387	426	472	657	450

5. Institution-set standard for number of student certificate completions:

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Approved Standard
169	151	153	239	356	214

6. Institution-set standard for number of student transfers to 4-year colleges/universities:

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Approved Standard
271	279	194	253	310	205

To determine areas of effective performance and areas in which improvement is needed going forward, the College has developed mechanisms to evaluate itself against these standards of satisfactory performance at the program and institutional levels, through the existing planning and program review self-evaluation processes.

At the program level, starting with the annual Program Review cycle in spring 2014, disciplines will be asked to evaluate their performance in relation to the institution-set standards for successful course completion rate and course retention rate. In terms of incorporation of the institution-set standards for certificate and degree completions in Program Review, the Program Review Oversight Committee (PROC; the PROC is discussed in more detail in the response to Recommendation 6) has initiated discussion of the application of these standards at the program level, and it will issue a recommendation to EPC by spring 2014 for implementation in spring 2015 (2.AA. PROC Minutes – January 23, 2014, section 4; 2.BB. Program Review Enhancement List – February 2014). In the meantime, for spring 2014 program reviews, disciplines will be provided with data to evaluate the percentage of total college certificates and degrees that are awarded by the discipline each year, in addition to the data they have already been evaluating in their annual program reviews regarding the number of certificates and degrees awarded by the discipline each year. Disciplines will be asked to discuss their performance on these measures (and in relation to the standards for successful course completion rate and course retention rate), and in areas that they identify as needing improvement, they will be asked to develop and implement strategies and/or interventions that will result in improvements in the applicable achievement outcomes. Then, in the following year’s program review, they will be asked to assess the effectiveness of those strategies and interventions, in part by analyzing the discipline’s most recent performance on the student achievement outcomes compared to the prior year’s performance and to the standards.

At the institutional level, the Dean of Institutional Effectiveness, with the assistance of an external consultant, has drafted a process for annually evaluating the College's performance on the student achievement outcomes relative to the institution-set standards, and for regularly revisiting the standards and revising them as appropriate. The Research Advisory Task Force (formerly called the Research and Evaluation Theme Team – see Recommendation 3 for a discussion of this change) is scheduled to review, revise as needed, and recommend approval of this process at its meeting of February 25, 2014 (2.11. *Draft Process for Evaluation and Improvement of the Institution-Set Standards for Student Achievement*).

Student Achievement Standards and Strategic Planning

In addition, the six student achievement outcomes have been incorporated as performance measures in the College's 2013-2018 Strategic Master Plan (2.X. *2013-2018 LAMC Strategic Master Plan*), which was approved by the College Council on February 4, 2014 (2.X.X. *College Council Minutes – February 4, 2014*), and performance on these measures will be reviewed annually as part of the College Council's annual review of the Strategic Master Plan. The College's performance in relation to the standards will also be discussed in the annual Mission Learning Report (see Mission Learning Report section below).

In fall 2013, the College recognized the need to refine its strategic goals in order to assess its quality and effectiveness better, to gauge improvements in student achievement and learning, and to evaluate achievement of the College's mission. Thus, two priorities of the College Council's two-part annual planning retreat on August 20 and September 6, 2013 were to revise the LAMC Strategic Plan goals (1) to emphasize student success explicitly (echoing the first sentence of the College's mission statement), and (2) to make them measurable.

As a basis for discussions at the retreat, the LACCD's Interim Vice Chancellor of Educational Programs and Institutional Effectiveness presented the Los Angeles Community College District Strategic Plan for 2012-2017 on August 20, 2013 (2.12a. *College Council Retreat Summary – August 20, 2013, page 2 and Attachment A*; 2.12b. *College Council Retreat Minutes – August 20, 2013, page 3*; 2.12c. *2012-2017 District Strategic Plan Presentation*; 2.12d. *2012-2017 District Strategic Plan Handout*). The District Strategic Plan (DSP) contains measurable goals/objectives that were established by the District Strategic Planning Committee in 2011-2012 and approved by the LACCD Board of Trustees in February 2013. LAMC's Dean of Institutional Effectiveness followed the DSP presentation with a report on the alignment of LAMC's 2012-2013 (i.e., prior year) Strategic Plan goals with the DSP goals. This report also included presentation and discussion of LAMC's performance on each of the DSP student success measures for which data were available (2.12a. *College Council Retreat Summary – August 20, 2013, page 3 and Attachment A*; 2.12b. *College Council Retreat Minutes – August 20, 2013, page 3*; 2.13. *LAMC College Council Retreat Presentation*). The data spanned the last three years (where available), so that the Council could analyze trends as well as the College's current standing on each measure in relation to past performance. The measures included the following:

- Percentage of eligible students receiving financial aid
- Percentage of new students completing assessment in English and math

- Percentage of new students successfully completing at least one English class and one math class in their first year
- Persistence (fall-to-spring and fall-to-fall)
- Self-report measures of active learning/project learning, student engagement in and out of class, self-efficacy/self-directed learning, and whether/how technology is being used to improve student learning and engagement
- Percentage of new student cohort completing 30 and 60 units within three and six years
- Percentage of new student cohort completing English 101 and Math 125 (or above) within three and six years (these are the levels of English and math required for graduation)
- Completion rate (certificate, degree, and/or transfer) within three and six years

After reviewing and discussing the data, College Council members split into groups representing each of the shared governance committees to work on revising LAMC's strategic goals to improve alignment with their own committees' planning objectives and with the DSP goals, and to incorporate student success into the goal language where appropriate (2.12a. *College Council Retreat Summary – August 20, 2013, page 3*; 2.12b. *College Council Retreat Minutes – August 20, 2013, page 4*). The results of this committee work were compiled by the college President and Dean of Institutional Effectiveness and discussed at the second part of the retreat on September 6, 2013 (2.14. *College Council Retreat Summary – September 6, 2013, pages 2-3*). The result was a revised set of College strategic goals, focused on student success, that align with the 2012-2017 DSP and the other College plans (2.15. *LAMC Revised Goals Alignment with DSP Goals*). The revised LAMC Strategic Plan goals are as follows:

Goal 1: Expand access to educational programs and services and prepare students for success.

Goal 2: Strengthen institutional effectiveness through a culture of evidence-based decision making, planning, and resource allocation, process assessment, and activities that promote professional development and collegiality.

Goal 3: Improve quality of educational programs and services so as to increase students' success in attaining their educational goals.

Goal 4: Maintain fiscal stability through effective planning and evaluation, and encourage a greater focus on revenue enhancement.

Goal 5: Sustain user-friendly and innovative technology to meet the needs of students, faculty, and staff.

Goal 6: Increase community engagement and expand business, community, and civic partnerships.

The College's annual planning and effectiveness report to the LACCD Board of Trustees this year included a presentation by the College President, Vice President of Academic Affairs, and Dean of Institutional Effectiveness to the LACCD Board of Trustees Institutional Effectiveness and Student Success Committee on the alignment of these new goals with the DSP goals (2.17a.

LACCD BOT – IESSC Agenda – November 20, 2013; 2.17b. LAMC Institutional Effectiveness Report to the Board of Trustees). The presentation also included discussion of the College's performance on each DSP student success measure compared to overall LACCD performance, the College's plans for improvement on each measure, and the expected level and timeframe of that improvement. It was based in part on feedback from College Council members and on the discussions at the retreat. In future presentations, the College will report on the success of its improvement plans as measured by increases in the College's performance on the DSP measures and by attainment of the improvement goals the College has established for itself on these measures.

Following the September 6, 2013 College Council retreat, each of the shared governance committees was tasked with developing measureable objectives and associated performance measures for the strategic goals pertaining to each committee's focus (*2.14. College Council Retreat Summary – September 6, 2013, page 3; 2.16. E-mail – Objectives and Performance Measures for Revised LAMC Strategic Plan Goals*). The committees decided to incorporate the DSP metrics where appropriate, particularly in the area of student success, both because they are sound and because the College is accountable for them in the DSP and the College's annual planning and effectiveness report to the LACCD Board of Trustees.

The recommended objectives and performance measures for LAMC's Strategic Master Plan emanating from each of the shared governance committees were synthesized in a final set of objectives and measures by the Dean of Institutional Effectiveness (*2.Y. LAMC Strategic Master Plan – Draft February 4, 2014*). This set was discussed, revised, and finalized at the February 4, 2014 College Council planning retreat (*2.X.X. College Council Minutes – February 4, 2014; 2.YY. 2013-2018 LAMC Strategic Master Plan*). This step completed the creation of the 2013-2018 LAMC Strategic Master Plan.

Each year the data pertaining to the established performance measures will be reviewed at the fall College Council retreat, with the expectation that improvements will be seen from year to year. For the student success measures that are incorporated from the DSP, the performance benchmarks will be the most recent year of data that was presented at the fall 2013 College Council retreat. The student success measures from the Strategic Master Plan will also be included in the Mission Learning Report (see Mission Learning Report section below).

Three of the College's six strategic goals are directly derived from the College's mission statement (*2.Z. LAMC College Mission Statement*). Goals 1 and 3 explicitly address student success, as in the first sentence of the mission statement. In addition, Goal 1 relates to the part of the mission statement that maintains that the College provides accessible and affordable learning opportunities, and Goal 3 additionally addresses the parts of the mission statement that state that these learning opportunities are of high quality and that the College ensures that students will be successful in attaining their educational goals. Furthermore, Goal 6 contributes to the last part of the mission statement regarding the College's improvement of the communities it serves. Because of this alignment, using data to measure progress on the objectives under goals 1, 3, and 6 will allow the College to draw conclusions about the degree to which it is achieving its mission. Furthermore, annual discussions of this data at the retreat and in the respective shared

governance committees represent systematic opportunities for further deep dialogue about student learning and achievement, and ways to continually improve these outcomes.

Assessment of Student Learning Outcomes

LAMC received ACCJC's evaluation of its March 2013 College Status Report on SLO Implementation in November of 2013 (2.18a. LAMC's College Status Report and 2.18b. ACCJC Feedback on College Status Report on SLO Implementation). The average overall score across all colleges that submitted reports was 3.44. LAMC's report exceeded that level with an average score of 4.08. (2.19 ACCJC Report on College Implementation, p. 8). The evidence in support of LAMC's report, which was based on the 2007 to 2012 SLO/SAO assessment data, was submitted along with the report and also is available to the public on the appropriate LAMC websites (e.g., <http://www.lamission.edu/slo/reports.aspx>).

LAMC has accumulated assessment data for the last seven years since 2007. From 2007 to 2012 the record of which courses had had SLOs defined, methods of assessment defined, the number of courses assessed, and which courses had improvements as a result was kept by the SLO Coordinator on Excel spreadsheets organized by department and discipline. Every six months a summary of the results was presented to the Academic Senate, Educational Planning Committee, Council of Instruction, and College Council. The following chart summarizes this information for the years 2007-2012:

Comparison of SLO Progress – May 2007 to March 2012						
	May-07	Jan-08	Jan-09	Jan-10	Mar-11	Mar-12
Defined SLOs	25%	51%	71%	89%	92%	99%
Defined Assessments	22%	50%	66%	89%	90%	98%
Evaluation of Assessments	0.20%	15%	36%	45%	63%	78%
Changes Implemented	0.20%	9%	29%	40%	47%	59%

The Excel spreadsheets for May 2007 to March 2012 on which this data is based are posted on the SLO website at <http://www.lamission.edu/slo/reports.aspx>. Each department has a separate spreadsheet which is organized by discipline. Also included are the summaries and charts depicting the progress. In addition, department chairs' Semester Summary SLO/PLO Assessment reports have been submitted for the past four semesters (2011-2013) and are posted on the SLO website. These reports verify the accelerated progress that LAMC has made in assessing its course and program outcomes.

After two years of development, in fall of 2010 LAMC transitioned to an online SLO system; however, until March of 2012 the SLO Coordinator continued to maintain Excel spreadsheets to help chart the school's progress on assessment of course SLOs. Though department chairs retained the supporting assessments, much of this information was never recorded on the online system either because of time issues, lost documents and files, etc. One of the reasons the online system was developed was for faculty and chairs to have an easily accessible repository for their assessment work and to make it easier for department members to discuss results and improvements. However, it took faculty and chairs several semesters before they became

comfortable with the new system. Another advantage of having the information reported online is that the Web Developer can now generate reports for the college. For example, he is currently doing a report which will indicate

1. The total number of courses
2. The number of courses that have had at least one SLO/PLO assessed
3. The total number of SLOs/PLOs
4. The number of SLOs/PLOs that have been assessed

On February 18, 2014, the Web Developer reported the following assessment numbers:

Fall 2010 to Spring 2011: 193 SLOs assessed
Fall 2011 to Spring 2012: 293 SLOs assessed
Fall 2012 to Spring 2013: 271 SLOs assessed
Fall 2013: 186 SLOs assessed

In addition, an Excel spreadsheet was prepared from the information reported in the Fall 2013 Program Review. This spreadsheet lists the course SLOs, assessment method, assessment analysis, assessment results, modifications made, and resource requests made based on assessment. It is posted on the SLO website.

In addition, a formal schedule of assessments has been developed, the curriculum approval process for SLOs and methods of assessment has been enhanced, outcome assessment in program review has been integrated, and dialogue and dissemination about outcomes assessment results has become more systematic.

Benchmarks for Learning Outcome Achievement and Follow-up

Benchmarks (LAMC's institution-set standards for student learning success) for all course and program updates and new courses and programs have been added to the SLO section of the Course Outline of Record (COR) in the Electronic Curriculum Development (ECD) system. In addition, benchmarks for every learning outcome on all levels have now been added to the SLO online system. After discussion of this topic, the Learning Outcomes and Assessment Committee (LOAC; see below) decided that it was reasonable to set the standard for performance on course SLOs initially at 70 percent (*2.20. LOAC Minutes [date xxx]*). LOAC also decided that the 70 percent benchmark was appropriate for achievement of Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). The process for updating SLOs has been discussed at LOAC meetings (*2.20a. LOAC Minutes [date xxx]*) and in the Curriculum Committee. As a result, an addendum will be added to the Course Outline of Record which will enable chairs to update the SLOs and benchmarks as necessary and submit the addendum to the Curriculum Committee for approval (*2.20b. Curriculum Committee Minutes 2-18-14*) This will ensure that all CORs have SLOs consistent with the course syllabi.

Another improvement made to the SLO online system has been the addition of follow-up information on previous assessments. The system provides a summary of the previously submitted planned modifications and improvements for ease of reference, and textboxes for entry of information about (1) implementation of those previous modifications/improvements and (2) whether the improvements have led to improved student learning. (See the SLOs and Program Review section below for use of this information in program review.)

Outcome Assessment Cycle and Master Plan for Assessment

LAMC learning outcomes are required to be assessed at least once every three years; however, a continuous cycle of assessment is expected. To clarify the assessment schedule, a Three-Year Assessment Plan for Course SLOs (CSLOs) was e-mailed to the department chairs in fall 2013. (See chart below.) Following this planned cycle of assessment, if a course has more than three SLOs, more than one SLO at a time enters the cycle, so that all SLOs are assessed, changes and improvements are discussed and implemented, and all SLOs are reassessed within a three-year time frame; then the cycle begins again.

Also in fall 2013, a Master Schedule for SLO Assessments (*2.21. Master Schedule for SLO Assessments*) specifying the semester in which each assessment for every course SLO commences for the next six years (two three-year cycles) was created and e-mailed to all chairs and applicable administrators. This Master Schedule includes over 1,200 courses. This information assisted the chairs and faculty in preparing their program reviews, which required them to confirm a semester and year for the next assessment for all course outcomes. SLOs not yet assessed are scheduled to be assessed in spring 2014 if the course is offered. As assessments are completed, the Master Schedule of Assessment is updated. Service Area Outcomes, PLOs, and ILOs are scheduled to be added to the Master Schedule by the end of the Spring 2014 semester.

3-YEAR ASSESSMENT PLAN FOR COURSE SLOs (CSLOs)						
	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
CSLO #1	Assess, report findings, and discuss	Implement recommended changes and improvements	Reassess to determine effect on student achievement of SLOs	Discussion of further modifications as a result of assessments		
CSLO #2		Assess, report findings, and discuss	Implement recommended changes and improvements	Reassess to determine effect on student achievement of SLOs	Discussion of further modifications as a result of assessments	
CSLO #3			Assess, report findings, and discuss	Implement recommended changes and improvements	Reassess to determine effect on student achievement of SLOs	Discussion of further modifications as a result of assessments

The SLO Approval Process

Initial approval of SLOs in a course due for formal review is done by the SLO Coordinator before a Course Outline of Record (COR) is vetted through the Technical Review Committee. After Technical Review, the COR is returned to the originator for any necessary modifications. Once these changes are made, the Chair of the Curriculum Committee places the COR on the Curriculum Agenda for further discussion by the full Curriculum Committee, which usually meets twice a month during the regular academic year. If a number of changes still need to be made (more than what can be completed during

the Curriculum Committee meeting), the COR is tabled until all issues are addressed and the COR, including the SLOs, is resubmitted for review. When the list of CORs is approved by the Curriculum Committee, it is submitted to the Academic Senate for approval, after which it is forwarded to the President for final approval before being sent to the District Offices.

SLOs and Program Review

Several additions were made to this year's annual Program Review online format to improve the integration of Student Learning Outcomes assessments in the academic and student services areas. In the SLO and Assessment Update section, all SLOs are listed by discipline in a tabular format with the number of assessments for each. At the foot of this table are the count and proportion of courses with all SLOs assessed (Ex: 14/23 or 61%) and of courses with at least one SLO assessed (Ex: 19/23 or 83%); these figures, which are updated annually, make it easier to compare the progress of assessments across programs. Chairs also are asked to confirm the semester and year of the next scheduled assessment. Links to the Master Schedule of Assessments and the 3-Year Assessment Plan for Course SLOs (see above) are also included for ease of reference.

In the 2013-14 Program Review, chairs were also asked to respond in textboxes to the questions listed below:

1. Describe the status of the SLO assessment in this discipline.
2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year. (A link to an Excel spreadsheet of SLO assessments with resource requests or modifications 11/20/2013 was included in the template to facilitate access to available data, and a similar tool will be provided each year.)
3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?

The responses to these questions comprise an important component of the three-year comprehensive program reviews. They assisted the chairs in preparing their Fall 2013 end-of-the-semester SLO Summary Assessment reports (*2.22. Chairs' Fall 13 Assessment Reports*) and will make it easier for administrators and the SLO Coordinators to monitor the progress of Student Learning Outcome assessment for each discipline/department. Any supplemental evidence files relevant to these questions can now also be uploaded.

Status of Assessments, Reporting, and Improvements

All the changes described above have helped to accelerate LAMC's efforts to assess outcomes more effectively in all courses and to assess how those findings have led to improved student learning and the achievement of the college mission. Assessments have improved the quality of learning at LAMC; they have assisted students in preparing to transfer and for successful careers in the workplace; assessments have also improved students' basic skills and encouraged them to become critical thinkers. The College's progress since the accreditation evaluation team's March 2013 visit is evident in the Summary Report of SLOs and PLOs assessed during the past year using the online SLO system (*2.23. Evidence: Nick Minassian will provide this report by mid February*); the online program reviews completed in November 2013; and the Department Chairs' Summary Assessment reports submitted to the SLO Coordinator in June 2013 and January 2014.

With each passing semester, the Chairs' Summary Assessment reports have become more thorough, with more extensive information and documentation about the changes that have been implemented and improvements that have resulted (2.23. *Summary of Department Chairs' Assessment Reports*). In the Fall semester 2013, 186 SLOs were assessed (2.22. *Chairs' Fall Semester SLO Reports and 2.24. the online Assessment Report Summary posted on the SLO website.*). More importantly, the discussions of the assessments and improvements based on the results and follow-up assessments have been extensive.

The findings from this past year's semester reports (2.23. *Summary of Department Chairs' Assessment Reports*) indicate a considerable thought about what has been learned and what changes need to be made to ensure that more students achieve the desired learning outcomes. Some of the key findings that emerged are as follows:

- Faculty members are more often preparing and distributing rubrics and examples in advance of the evaluation of assignments to make expectations clearer.
- Areas of weakness in student performance are being focused on more in presentations of the course material, practice sheets are being distributed, and assignments are being revised.
- Supplemental resources have been added and faculty are more often using Etudes as an online platform to distribute information and to keep students better informed as to how they are doing in the course.
- Increased use of peer reviews of assignments before submitting them for grading, along with additional use of group discussions, video clips, and online resources, have further strengthened student understanding of concepts being assessed.
- Support services at the college are being used more widely, especially tutoring centers such as the Learning Resource Center, Math Center, Student Success Center, and the Child Development Resource Center.
- CTE courses are being modified due to changes in industry demand.
- Child Development and other disciplines have begun offering hybrid classes and adding new classes.
- How-to-video tutorials and PowerPoints are being used more often in classroom instruction, and have also been added to department websites, from which students may download them to improve their learning (for example, the Life Science Department web page).
- Student tutors have been hired to help with the understanding and application of principles in Accounting, Administration of Justice, Law, Computer Applications and Office Technologies, Math, and Child Development.
- Changes in course content and emphasis have resulted from the assessments; for example, in Accounting, financial statements have been emphasized as a critical competency for completing the course.
- More authentic assessments have been developed to replace traditional means of assessment and to obtain more meaningful results; for example, Administration of Justice developed a crime lab where they can set up mock crime scenes for students; Personal Development has developed an educational plan project.
- Additional critical thinking and ethics content has been embedded in a number of courses (for example, Law, History, and Philosophy).

- Assessment workshops for all full-time and adjunct faculty to discuss SLOs, assessments, and review progress to date have been added, resulting in increased faculty collaboration.
- Faculty members are collaborating with Learning Resource Center staff to create online interactive tutorials as well as workshops targeted at specific courses.
- Several disciplines, including ESL, Life Sciences, Culinary Arts, Political Science, and Psychology, have rewritten their course-level SLOs to reflect more appropriately the program and the course outlines.
- Prerequisites are being added where appropriate; for example, since all Anthropology SLO assessments indicated that writing and researching papers needed to be improved, English 28/ESL 8 is being added as a prerequisite for all Anthropology courses.
- Exams are being revised to include clearer formatting and more explicit instructions, to minimize the chance of errors due to misinterpretation of the questions.
- Lab manual exercises are being modified; for example, in Biology a new laboratory exercise addressing how to read a primary research article is being added.
- New texts have been selected based on SLO assessment results.
- More essay exams (rather than multiple choice/TF exams) and in-class group exercises are being used.
- Service learning for students is receiving greater emphasis through new internships in non-profit agencies (for example, Sociology and Administration of Justice).

The Math Department serves as a useful illustration of the depth of analysis and reflection in which departments and disciplines may engage as they evaluate SLO assessment results. Math applies a sequence of corrective actions for substandard performance on SLOs, depending on how the average rubric score compares with the established course benchmark:

If performance falls under the 70% benchmark, the SLO must be reassessed based on the criteria below during the following semester:

1. If between 55% and 69% (Moderate): The SLO measure will be reviewed and modified if needed. Additionally, the course coordinator may provide more homework questions and additional online resources related to the topic assessed, and communicate any changes to all faculty.
2. If between 40% and 54% (Poor): In addition to action described in (1), the course evaluation committee will review the course outline, including the topics and timeline, and make appropriate changes. The textbook and courseware may also be reviewed and appropriate changes made.
3. If below 40% (Critical): In addition to actions described in (1) and (2), the department will undertake a curriculum review of the course and any prerequisite courses. Changes may be made in these courses to insure the continuity of the curriculum and learning expectations. Meetings with faculty may be scheduled to advise them of any changes and provide training as necessary. (*2.24a Math Department Chairs' Summary SLO/PLO Assessment Report*).

Program and Institutional Learning Outcomes

It is clear that faculty at LAMC has been actively involved in assessing their course SLOs and implementing changes to improve student learning. In addition, faculty members in many departments have assessed their Program Learning Outcomes (PLOs), often using standalone

metrics of their own design. However, a more systematic and comprehensive approach to assessing PLOs is still needed. Similarly, the College needs a more systematic approach in this area, too. To meet these needs, the SLO Coordinators and the Dean of Institutional Effectiveness have initiated development of an online system to conduct and report on roll-up assessments of both PLOs and ILOs based on student performance on course SLOs. The development and implementation of the system include the following steps:

- PLOs in the online SLO system have historically been mapped to the courses, but not the course SLOs, that support them. In early February 2014, at the request of the SLO Coordinators, the IT department added a feature to the online system that facilitates mapping PLOs to the course SLOs that contribute to them. The SLO Coordinators then asked all department chairs, most of whom maintain PLO-to-course-SLO matrices in their own offices, to complete that online mapping by February 19, 2014.
- Also in early February 2014, the SLO Coordinators and Dean of Institutional Effectiveness met with IT staff to confirm the feasibility of an online roll-up assessment with the following features:
 - Calculation of the proportion of those students whose performance has been assessed on all course SLOs mapped to each PLO, who achieved the level designated as “acceptable” or above. The result is then compared with the program-set standard for the proportion of students meeting each PLO, which is typically 70 percent at present.
 - Calculation of the proportion of those students whose performance has been assessed on all course SLOs mapped to each ILO, who achieved the level designated as “acceptable” or above. The result is then compared with the institution-set standard for the proportion of students meeting each ILO, which is typically 70 percent at present. (2.24b. *Mockup of design concept used at Feb. 6 meeting; Roll-Up Assessment Concept 140206.pdf*).
- The IT department is scheduled to complete development, testing, and implementation of this system by the end of March 2014.
- Training in the use of the system is scheduled for early Fall 2014; the target date for full implementation is October 1, 2014.

Thus, by the time the Fall 2014 course SLO assessments are completed, the College will be able to produce and widely distribute reports demonstrating the extent of student achievement of each PLO and each ILO, and engage in self-reflective dialogue about improvement of those results for the College as a whole.

Dissemination and Dialogue

Assessment results are shared through reports to the Academic Senate, Educational Planning Committee, Council of Instruction, Student Support Services Committee, and the Learning Outcomes Assessment Committee (LOAC) (2.25. *Evidence: minutes of LOAC meetings*), as well as through the SLO website (www.lamission.edu/slo). (2.25b. *Evidence: reports to Academic Senate, Educational Planning Committee, Council of Instruction, Student Support Services Committee*).

The Learning Outcomes Assessment Committee (LOAC) is charged with the following tasks:

- Guide and support faculty and staff in facilitating outcome assessment.

- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement at the institutional, program, degree/certificate, and course levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.
- Work with administration to ensure that outcome assessment assignments are completed on time.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist with outcome development and assessment.
- Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
- Maintain open and frequent communications about outcome development and assessment with various college groups, including but not limited to the Department Chairs, Academic Division Deans, Curriculum Committee, Academic Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.
- Provide qualitative feedback on the Learning Outcome process.

The Learning Outcomes Assessment Committee met six times during the fall semester (*2.25 Minutes of LOAC meetings*). Every instructional department except one has sent at least one representative to the meetings. In addition, members representing Student Services and Administrative Services are present to ensure a broader-based discussion. Members have served as SLO/SAO ambassadors for their respective areas and have provided a vital communication link with others in their departments and service areas. The following are some of the highlights of the Committee's discussions:

- Membership
- Charter
- Reporting structure
- SLO and assessment best practices
- The meaning of authentic assessment
- Establishment of benchmarks and standards for student success in all areas
- Methods of interpreting assessment data so as to identify and implement changes that will result in improvements
- Methods of implementing changes
- Sample assessments and rubrics
- Linkage of resource allocation requests to the outcomes assessment process
- Student awareness of learning outcomes
- Department Chairs' semester SLO/PLO summary reports
- Assessment of the effectiveness of the SLO/SAO process <Evidence citations: Minutes>

Self-reflective dialogue on continuous improvement of learning and the associated institutional processes during the past year has included participation by all constituent groups. In addition to the LOAC meetings, several venues involving a large number of campus community members this past fall further contributed to this dialogue.

- 1) Fall 2013 Flex Day – The SLO Coordinator gave a PowerPoint presentation summarizing the areas that required institutional focus this year with respect to learning outcomes assessment. Department meetings that same day followed up on the points presented, and departments made assessment plans for the semester (*2.26. Fall Flex Day Agenda, 2.27. SLO Flex Day PowerPoint, 2.28 Sample Minutes of meetings, 2.22 Department Chair's Fall Assessment Reports*).
- 2) Deep Dialogue Discussions were initiated among faculty in all departments by the Vice President of Academic Affairs throughout the semester. (*2.29. Summary of Deep Dialogue*)

Discussions) In order to begin more focused discussions about drawing conclusions about how well LAMC students are learning and about the College’s overall effectiveness in helping students learn and define what can be done better, in the fall of 2013, the Vice President of Academic Affairs scheduled a series of so called “Deep Dialogue Discussions” with all of the full-time faculty members. 71% of the full-time faculty members participated in 90-minute sessions during which they were asked to share with their colleagues some of the assessments each used in their courses. A secretary from Academic Affairs attended each session for the purpose of taking notes so that the Vice President was given the opportunity to focus on the discussions. For each “Discussion,” a brief agenda was distributed, along with materials that had been gathered at the District Academic Senate Summit. A web-based tool for assisting with developing authentic assessments, and an article entitled “The Myth of Learning Styles. (Also see follow up to Recommendation 5) At the end of each session, the Vice President requested that the group appoint a “leader” whose responsibility it became to schedule future meetings with each of his/her cohorts. Some groups planned to meet during fall 2013 to continue their outcomes assessment discussions and to learn from each other. Other groups will hold follow-up meetings in spring 2014. The expectation is that the cohorts will meet at least once per term to increase the campus’ expertise in order to perfect the art of teaching and learning. The Vice President of Academic Affairs will hold similar follow-up “Deep Dialogue Discussions” biennially. <Evidence>

- 3) The District Academic Senate Summit held on September 20 emphasized accreditation and SLO assessment. Seventeen LAMC members attended. Presentations were made on “Authentic Assessments,” “Getting to Sustainability in SLOs,” and “Effective Assessment Practices across LACCD.” (2.30. *DAS Agenda – September 20, 2013*)
- 4) The Fall 2013 SLO Summit - The single most significant opportunity for dissemination of outcomes information and dialogue about assessment results was LAMC’s first Annual SLO Summit (2.31. *SLO Summit Agenda, 2.32 SLO Summit PowerPoint, and 2.33. SLO Summit Materials Packet*). It was specifically designed to promote dialogue and to further assess how outcomes assessment findings for courses, programs, degrees, and certificates have led to improved student learning and how assessments have enhanced the quality of education in support of the College mission. The other purposes of the Summit were to improve pedagogy, curriculum, and approaches to teaching and learning; to improve the institution’s overall effectiveness; and to lay the foundation for the additional “Deep Dialogue Discussions” about assessment and improvement that would follow. The expected outcomes for the SLO Summit were to
 - Facilitate faculty dialogue about learning outcomes and provide faculty with tools to enhance their discussions with students about outcomes.
 - Share with other faculty and staff authentic assessments, what has been learned from them, and how the results have been used to improve student learning.
 - Analyze course assessment results and assess at least one Program Learning Outcome (PLO).

Eighty-eight faculty, administrators, and Student Services and Administrative Services staff attended the Summit (2.34 *Summit Attendance List*). Activities for the all-day event included the following:

- All participants were requested to bring a copy of an assessment they had done to share and discuss with others during the breakout roundtable discussion sessions. This Summit provided a platform for all constituent groups to engage in self-reflective dialogue about the continuous improvement of student learning and institutional processes (2.xx. *samples of assessments discussed*).
- Presentations were given about SLO development and assessment best practices (2.32. *SLO Summit PowerPoint*), promoting SLO and assessment faculty dialogue, SLO awareness in the

classroom, and best practices for encouraging student and faculty dialogue about SLOs and assessment (2.31. *SLO Summit Agenda* and 2.33 *Summit PowerPoint*).

- Another presentation covered what authentic assessment is, examples of LAMC authentic assessments, and the process for evaluating the results (*Evidence: SLO Summit Information Packet*).
- These presentations were followed by interdisciplinary discussion breakouts in which administrators, faculty, and staff from Instruction, Student Services and Administrative Services areas shared authentic assessments they had done in their areas.

Based on the post-summit evaluation (2.35. *Evaluation of SLO Summit*), many participants found the interdisciplinary breakouts to be the most valuable part of the Summit.

The afternoon session of the SLO Summit consisted of a Program Learning Outcomes Assessment activity in which each discipline or department worked on reviewing previous assessments, discussing what had been learned from the assessments, and developing plans of action for improvement based on the assessment results. In addition, plans were made for completing assessment of any other PLOs that had not yet been assessed. As one department chair stated in an e-mail to her faculty: “The best part of the day was the discussion we had within our English group. We were able to

- Examine and refine our Program Learning Outcomes (PLOs).
- Match our PLOs with our course SLOs and map those matches on our PLO program matrix.
- Check our rubrics for each SLO to make sure that there is also assessment of the corresponding PLOs.
- Discuss our SLO assessment calendar.
- Decide where to go from here.” (2.36. *English Department Outcomes Assessment Summary – e-mail from Louise Barbato, October 14, 2013*).

At the end of the Summit, participants were requested to complete an evaluation of the day. Sixty-eight participants completed the evaluation (2.35. *SLO Summit Evaluation*). The vast majority of the participants rated every part of the event very positively. In response to an open-ended question about the most interesting, valuable, and/or useful aspects of the Summit, comments emphasized the value of sharing ideas with others both within disciplines and across interdisciplinary groups; the value of dialogue with peers was stressed numerous times. In response to the question asking what other activities should be included in future SLO Summits, the following comment summarized well the general tenor of the answers: “More opportunities like this to discuss student learning, engagement, and to share what we are all doing in support of student learning outcomes.” The College has scheduled the second annual LAMC SLO Summit for October 10, 2014.

Mission Learning Report

In consultation with the Office of Institutional Effectiveness, the LOAC has begun developing a system for preparing and effectively disseminating an annual report on LAMC’s overall progress in improving student learning and achievement at all levels – a Mission Learning Report (MLR). The MLR will summarize the College’s performance in comparison with all institution-set standards for student achievement. It will also summarize the results of learning outcomes assessment at course, program, and institutional levels; all improvements planned on the basis of those results; resources allocated and improvements actually implemented during the following year; and subsequent reevaluations of performance. At the institutional level, it will include the contributions of Student Services and Administrative Services through progress on their SAOs.

LOAC is scheduled to complete its initial outline of the Mission Learning Report by the end of Spring 2014, and the full Report by September 2014.

The MLR will be reviewed annually by the College's shared governance and other committees (e.g., LOAC and the College Council), and these committees, after engaging in reflective dialogue about the student learning and achievement information it contains, will incorporate substantive consideration of that information into their deliberations on updating the college plans and processes for which they are responsible. This consideration will involve updating at least one goal and its accompanying measurable objectives in each applicable plan to focus explicitly on facilitating improvements in student achievement and/or student learning. The College Council will monitor overall progress in improving student outcomes at LAMC and will help coordinate work on the major plans to ensure that improvement activities complement each other.

Next Steps

- The Research Advisory Task Force will review, revise as needed, and recommend approval of a process for annually evaluating the College's performance on the student achievement outcomes relative to the institution-set standards, and for regularly revisiting the standards and revising them as appropriate, by February 25, 2014.
- An addendum will be added to the present Course Outline of Record to enable faculty and chairs to more easily update their SLOs.
- A spring assessment retreat will be held on May 2, 2014.
- The College will implement the comprehensive and systematic roll-up assessment of PLOs and ILOs by October 1, 2014.
- The Learning Outcomes and Assessment Committee will complete its initial outline of the Mission Learning Report by the end of Spring 2014 and present the full report to the Academic Senate and College Council for approval by September 2014.
- The Fall 2014 College Council Retreat's deliberations on updating the LAMC Strategic Plan goals will include review, discussion, and possible action related to LAMC's performance compared with the standards for student achievement and student learning, and LAMC's performance on the applicable DSP measures.
- The second annual LAMC SLO Summit will be held on October 10, 2014.

Conclusion

LAMC has partially resolved Recommendation 2. The College has assessed the student achievement and learning outcomes for the past five years and set standards of achievement and student learning. In addition, these standards have been integrated into the College's existing planning and program review self-evaluation processes. Furthermore, the College has a revised set of strategic goals that align with the District's goals, are focused on student success, and are measureable so that advancements in student learning and institutional processes can be tracked, evaluated, and continuously improved. In addition, program review has been modified to include how academic affairs departments, contribute to student learning. More detailed information on improvements and resource requests as a result of assessments has been added to both online systems. Faculty and staff have accelerated their learning outcome assessments, are

using the results to make improvements, and are conducting follow-up assessments to “close the loop” and ensure that the assessments are producing meaningful changes in support of student learning and the college mission. A master assessment schedule has been prepared for all course outcomes and at the beginning of spring 2014, a master assessment schedule will also be prepared for PLOs, ILOs, and Service Area Outcomes. Standards for student success in learning (benchmarks) have been added for each course SLO, PLO, and ILO on the online SLO system, and additional improvements will be implemented in spring 2014 to provide more easily the up-to-date data needed for college and ACCJC reports. The College now has systems in place by which to use data to regularly evaluate student achievement, student learning, and institutional processes, and to engage in self-reflective dialogue about the continuous improvement of these outcomes and processes.

Evidence List

- 2.1. ASC Research and Evaluation Theme Team Minutes – July 15, 2013
- 2.2. ASC Minutes – May 22, 2013
- 2.3. Institution-Set Standards Data Summary
- 2.4. COI Minutes – November 6, 2013
- 2.5. Institution-Set Standards for EPC Review
- 2.6. EPC Minutes – November 18, 2013
- 2.7. EPC Minutes – December 2, 2013
- 2.8. Institution-Set Standards for AS Review
- 2.9. Academic Senate Minutes – December 5, 2013
- 2.10a. Institution-Set Standards for College Council Approval
- 2.10b. College Council Action Item for Institution-Set Standards
- 2.10c. College Council Minutes – December 19, 2013
- 2.11. Process for Annual Evaluation of the Institution-Set Standards
- 2.12a. College Council Retreat Summary – August 20, 2013
- 2.12b. College Council Retreat Minutes – August 20, 2013
- 2.12c. 2012-2017 District Strategic Plan Presentation
- 2.12d. 2012-2017 District Strategic Plan Handout
- 2.13. LAMC College Council Retreat Presentation

- 2.14. College Council Retreat Summary – September 6, 2013
- 2.15. LAMC Revised Goals Alignment with DSP Goals
- 2.16. E-mail – Objectives and Performance Measures for Revised LAMC Strategic Plan Goals
- 2.17a. LACCD BOT – IESSC Agenda – November 20, 2013
- 2.17b. LAMC Institutional Effectiveness Report to the Board of Trustees
- 2.18a. LAMC’s College Status Report
- 2.18b. ACCJC Feedback on College Status Report on SLO Implementation
- 2.19. ACCJC Report on College Implementation, p. 8
- 2.20. LOAC Minutes [date xxx]
- 2.21. Master Schedule for SLO Assessments
- 2.22. Chairs’ Fall 13 Assessment Reports
- 2.23. Summary Report of the Number of SLOs and PLOs assessed during 2013
- 2.23. Summary of Department Chairs’ Assessment Reports
- 2.24. Summary of SLO Assessments by Discipline posted on the SLO website
- 2.24. Sample Course SLO to PLO Matrix
- 2.25. Minutes of LOAC meetings – Fall 2013
- 2.26. Fall Flex Day Agenda
- 2.27. SLO PowerPoint for Fall Flex Day
- 2.28 Sample Minutes of meetings from Fall Flex Day Department Meetings
- 2.29. Summary of Deep Dialogue Discussions
- 2.30. DAS Agenda – September 20, 2013
- 2.31. SLO Fall 2013 Summit Agenda
- 2.32 SLO Fall 2013 Summit PowerPoint
- 2.33. SLO Summit Materials Packet
- 2.34. Summit Attendance List

2.35. Evaluation of SLO Summit

2.36. English Department Outcomes Assessment Summary – E-mail from Louise Barbato,
October 14, 2013

College Recommendation 3

To meet the Standards, the team recommends the college develop and implement a comprehensive program of research and evaluation to support the assessment of student, program and institutional learning outcomes, and program review; support ongoing engagement in a collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; and support collection and analyses of data related to the needs and goals of its diverse student populations. (I.A.1; I.B.1; I.B.2; I.B.6; II.A.1.a; II.A.1.c; II.A.2; II.A.2.d; II.A.2.f)

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

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

I.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.

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

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.

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

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.

Progress in Addressing the Recommendation

The College is committed to an evidence-based planning structure and to continuous quality improvement in student learning and in planning, resource allocation, and shared governance

processes. The College has devoted significant resources to support the research, evaluation, and institutional effectiveness functions at the College. After years of sharing responsibility for the Information Technology unit, followed by approximately two years of interim management, the Office of Institutional Effectiveness (OIE) has now been reorganized as a separate office, devoted exclusively to research, evaluation, and institutional effectiveness. It is led by a permanent, full-time Dean of Institutional Effectiveness, who started work in May 2013 and reports to the Vice President of Academic Affairs (3.1, 3.2, 3.3). In fall 2013 the Dean received part-time, temporary research and analysis assistance from a research analyst at one of the other LACCD colleges while the request for a permanent research analyst position was awaiting approval from the District Office. In fall 2013 the College received approval from the District Office to add that position to the organizational chart, and on January 15, 2014, a full-time research analyst joined the OIE (3.4, 3.5, 3.6).

Primary Functions and Activities of the Comprehensive Research and Evaluation Program

The OIE serves as the center for research and evaluation at the College, and it has been actively involved in the development and implementation of a comprehensive, systematic program of research and evaluation to support the assessment of college processes and college effectiveness at all levels. In support of this program, since May 2013 the Dean of Institutional Effectiveness has undertaken the following primary functions and activities:

- Developing and implementing a formal research calendar, which includes all cyclical production projects, as well as recurring patterns of ad hoc research and data requests (3.7).
- Fulfilling research and data requests from college administration, faculty, and staff, and from the District Office, in areas including, but not limited to, student characteristics, student success/achievement, student preparedness, enrollment management, course demand, budget planning, faculty load and assignments, faculty performance, basic skills reporting, California Community College Chancellor's Office data submissions, Federal reporting requirements, and specialized program review data requests (3.8, 3.9, 3.10, 3.11, 3.12).
- Providing college leadership with daily student headcount and enrollment reports (3.13).
- Supporting assessment of and dialogue about student achievement and learning outcomes at all levels by:
 - Compiling and analyzing historical and current performance data on student achievement outcome measures for the College as a whole and also by program, and leading the campus in discussing the implications of these data and in establishing institution-set standards for student achievement based on that evaluation. The OIE will conduct an analysis of these data and lead the campus in further discussion of them on an annual basis (3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22; also see Recommendation 2 for further discussion of this process).
 - Presenting LAMC's available performance data on the 2012-17 LACCD District Strategic Plan (DSP) student success measures, and leading College Council members in a discussion of the meaning of these data at the fall 2013 College Council retreat. The presentation and discussion at the retreat will recur on an annual basis (3.23, 3.24, 3.25).

- Along with the College's President and Vice President of Academic Affairs, preparing and presenting a report to the LACCD Board of Trustees (BOT) Institutional Effectiveness and Student Success Committee regarding LAMC's performance on the DSP student success outcome measures. This annual report includes discussion of plans for improvement in the outcome measures and the amount of expected improvement on each of the measures (3.26, 3.27).
- Leading College Council members in a discussion to develop the 2013-2018 LAMC Strategic Master Plan at the fall 2013 and spring 2014 College Council retreats, which involved revising the College's strategic goals to explicitly emphasize student success and to make the goals measurable, and then finalizing measurable objectives and associated performance measures for the revised strategic goals. The data pertaining to the College's performance on these measures will be examined and discussed annually at the College Council retreat (3.28, 3.29, 3.30, 3.31, 3.32; also see Recommendation 2 for further discussion of this process).
- Serving as a member and resource on the Learning Outcomes Assessment Committee (LOAC) (3.33).
- Serving as a resource at LAMC's first annual SLO Summit, held October 11, 2013 (3.34, 3.35).
- Working with the SLO Coordinators and the IT manager and staff to develop enhancements to the SLO online system (which have since been implemented), to include a component for re-evaluation of the improvements in student learning arising from interventions based on SLO assessment results (3.36).
- Assisting with the methodology for incorporating SLO and service area outcome (SAO) assessment results, and coverage of improvements in student learning and the services provided to students based on those results, within the online Program Review system (3.37, 3.38, 3.39).
- Initiating development of an appropriate methodology for rolling up course-level SLO assessments to assess program learning outcomes (PLOs) and institutional learning outcomes (ILOs) (see Recommendation 2 for further discussion of this methodology).
- Providing direct support for the Program Review process by:
 - Helping to develop enhancements to the online Program Review process and system in fall 2013 as a member of the Educational Planning Committee's taskforce charged with doing so. The Dean also assisted in writing up a report of the resulting enhancements that was reviewed by College Council (3.40, 3.41).
 - Along with the Information Technology Director, providing training sessions on the online Program Review system for users of the system in all three divisions of the College (Academic Affairs, Student Services, and Administrative Services) (3.42, 3.43).
 - Providing a reference document, emailed to all department chairs, containing useful tips for analyzing the datasets provided to them in their Program Review screens in the online Program Review system (3.44).
 - Providing direct assistance to individuals as they complete their Program Reviews, for example, by answering questions about how to analyze and evaluate specific data and how to formulate program objectives based on data, and by

- providing additional data (i.e., beyond what is already provided in the online Program Review system); (3.45, 3.46).
- Serving as co-chair on the Program Review Oversight Committee (PROC), which was constituted in fall 2013 and meets on a monthly basis, and serving as the voting member from the PROC on College Council (The PROC is discussed in more detail in the response to Recommendation 6.) (3.47, 3.48, 3.49).
 - Collecting and analyzing data on student needs, goals, and learning styles by:
 - Designing, launching, and analyzing the results of the Fall 2013 LAMC Faculty/Staff Survey that was completed by 133 LAMC faculty and staff members. Included in this project, which will recur annually, was a content analysis by the new research analyst of open-ended remarks made by survey respondents. (3.50, 3.51, 3.52).
 - Designing, launching, and analyzing the results of the Fall 2013 LAMC Student Survey that was completed by 954 LAMC students. This project, too, will recur annually, and included a content analysis by the new research analyst of open-ended remarks made by student respondents (3.53, 3.54, 3.55).
 - Assisting with the design and administration of a survey on the assessment and application of student learning differences to help the College adopt and later apply a working definition of “student learning styles and needs.” The survey was sent out to all full-time and adjunct faculty on February 5, 2014 (3.56, 3.57).
 - Assisting users in the use of data from the College’s Office of Institutional Effectiveness website (<http://www.lamission.edu/irp/default.aspx>), which includes access to interactive, run-time customizable data reports in the following areas:
 - Selected student characteristics over time (3.58).
 - Student success rates and grade distribution for the College as a whole, and by selected discipline/course, over time (3.59).
 - Degrees and certificates by gender and ethnicity for the College as a whole, and by selected program, over time (3.59)
 - Two enrollment management tools: the Enrollment Reporting System for detailed analysis of daily enrollment trends at the program and institutional levels, and a section status report for information at the section level (3.60).
 - A comparative analysis of instructional productivity measures (e.g., FTES, FTEF, census enrollment, average class size, etc.) at the program level over time (3.61).

Furthermore, the OIE actively works with campus constituencies launching interventions, providing training, workshops, and/or other services so that the impact of those interventions can be assessed and improved. For example, in fall 2013 the Dean of Institutional Effectiveness helped develop assessments to provide meaningful and useful data for improving the following:

- The LAMC Fall Kickoff event for new and returning students that was offered for the first time on August 21, 2013 (3.62, 3.63).
- The transfer fair and workshops offered by the Transfer Center (3.64).
- The website compliance training offered by the Disabled Students Programs and Services Office (3.65).
- The workshops provided by the Counseling Department regarding the services they provide (3.66).
- The SLO Summit for faculty, staff, and administrators (3.67).

- The College Council planning retreat (3.68, 3.69).
- The services provided by all the Student Services offices and programs on campus, through the development of a point-of-service survey to be used by all Student Services units (3.70).

The OIE also works with Career-Technical Education (CTE) programs in the development of industry surveys to assess the demand for specific CTE programs and training in the College's service area (e.g., Culinary Arts) (3.71). The OIE also assists with the collection and interpretation of student outcome data for interventions in which improvements in student success are expected. For example, OIE has helped evaluate the success/retention/persistence rates for students participating in Achieving the Dream English and math interventions compared to those not involved in the interventions. This information was shared and discussed at the fall 2013 College Council retreat (3.72). The OIE has also evaluated the success/retention/persistence rates of students attending the LAMC Fall 2013 Kickoff event compared to students who did not attend the event (3.73). By providing support for such analyses, the OIE helps the various campus constituencies determine whether specific interventions had the desired effect and how they can be improved in the future.

Other Elements of the Comprehensive Program of Research and Evaluation

While the OIE is the core of the College's comprehensive program of research and evaluation, it is not the only element. In addition, three principal committees – the Research Advisory Task Force (RATF), Learning Outcomes Assessment Committee (LOAC), and the Program Review Oversight Committee (PROC) – all contribute to the comprehensive program of research and evaluation through oversight and consultation in their respective areas.

Research Advisory Task Force (RATF)

In late spring 2013, the Accreditation Steering Committee (ASC) established a subcommittee called the "Research and Evaluation Theme Team" to help address the College's needs in this area by promoting sustainable practices and systems that support an evidence-based collegial culture (3.74). This team, chaired by the Dean of Institutional Effectiveness, met five times during the summer and fall of 2013, and accomplished the following:

- Formulation of the charter and membership of the Program Review Oversight Committee (PROC), which received College Council approval on July 18, 2013 (3.75, 3.56, 3.76).
- Development and initiation of the process to establish institution-set standards for student achievement outcomes, as required by the ACCJC and U.S. Department of Education (3.77). Please also see Recommendation 2 for further discussion of this process.
- Development of a system by which the OIE sets priorities among research requests and projects, approved by College Council and the President (3.78, 3.79, 3.80, 3.81).
- Identification of a preliminary list of campus training needs in the development, application, and interpretation of data, particularly though not exclusively, for participants in the program review and outcomes assessment processes (3.82, 3.83, 3.84).

At its meeting on October 8, 2013, the group discussed its charge and recommended that it henceforth be called the Research Advisory Task Force (RATF), and report directly to College Council (the primary shared governance body on campus), rather than the Accreditation Steering

Committee (3.85). This change was approved by the College Council and President (3.86, 3.87). Tasks of the RATF scheduled for completion in spring 2014 include the following:

- Recommend specific improvements in the data that OIE collects and provides for program review and other major planning and evaluation processes (such as the outcomes cycle), in light of the increasing need for data disaggregated in multiple ways to illuminate diverse student needs.
- Recommend additional concrete improvements in OIE support of ongoing, robust, and pervasive dialogue about the continuous improvement of student learning and institutional processes. (For example, one item of discussion has been a series of periodic research briefs, reports, or newsletters to inform the campus community about research resources and findings, to further promote development of a culture of evidence and campus-wide dialogue about institutional effectiveness and student learning.) (3.88, 3.89, 3.90).

Learning Outcomes Assessment Committee (LOAC) and Program Review Oversight Committee (PROC)

Beginning in the fall of 2013, the College established two new committees:

- The Learning Outcomes Assessment Committee (LOAC) to oversee and support the assessment of student, program, and institutional learning outcomes (3.91).
- The Program Review Oversight Committee (PROC) to oversee and support the assessment of the program review process (3.92).

A main purpose of both these committees is to assess the effectiveness of institutional processes in their respective areas and to develop and implement recommendations that will lead to improvements in those processes. The establishment of these committees has institutionalized two additional broadly representative forums for ongoing engagement in collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The Dean of OIE serves actively as both a member and a crucial information resource for both these committees, and she serves as co-chair of the PROC and as the voting representative from PROC on College Council. (See the Recommendation 2 section for detailed coverage of the LOAC, and the Recommendation 6 section for detailed coverage of the PROC.)

Promotion of and Participation in Dialogue

Beyond the Dean's participation in the RATF, LOAC, and PROC, the OIE also helps promote dialogue campus-wide regarding data, research, and the continuous improvement of student learning and institutional processes through the Dean's service on numerous other campus committees, as either a voting or a resource member. These committees include:

- Educational Planning Committee (EPC)
- College Council
- President's Cabinet
- President's Council
- Accreditation Steering Committee (ASC)
- Council of Instruction
- Chairs and Deans Committee
- Essential Skills/Achieving the Dream Committee

- Strategic Enrollment Management Committee

The Dean of Institutional Effectiveness is also a member of three District committees related to research, planning, and student success: the District Research Committee (DRC), the District Planning and Accreditation Committee (DPAC), and the District Student Success Initiative/Basic Skills Committee. Through the Dean's participation on these District-wide committees, she is able to engage in dialogue with colleagues and leaders from across the District on these topics and bring this information back to LAMC's campus to share and discuss.

The Dean has also facilitated broader dialogue about continuous improvement through her engagement of various campus constituencies in discussions of student achievement outcomes data, and in the process of establishing institution-set standards for student achievement based on the evaluation of these data; a discussion of the data pertaining to LAMC's performance on the 2012-2017 LACCD District Strategic Plan (DSP) student success measures and; discussions to develop the 2013-2018 LAMC Strategic Master Plan at the fall 2013 and spring 2014 College Council retreats, which involved revising the College's strategic goals to emphasize student success explicitly and to make them measurable, and then finalizing measurable objectives and associated performance measures for the revised strategic goals (3.93). Furthermore, the RATF, LOAC, and PROC, which also constitute part of the College's comprehensive program of research and evaluation, serve as forums through which campus constituencies engage in collegial, self-reflective dialogue regarding improvement in student learning and institutional processes on a continual basis.

Assessment and Improvement of the Comprehensive Research and Evaluation Program

The College has put processes in place to assess and improve the effectiveness of its comprehensive research and evaluation program. These processes include:

- Annual, systematic self-evaluation and improvement of the reorganized OIE through the Program Review process, beginning with the spring 2014 assessment cycle. The recommended improvements arising from the OIE's spring 2014 program review will be implemented in 2014-2015 (3.94).
- Feedback gathered from the RATF regarding the following functions (see also Research Advisory Task Force above):
 - Suggested improvements in the data that OIE should collect and provide for major planning and evaluation processes
 - Suggested improvements in OIE support of ongoing, robust, and pervasive dialogue about the continuous improvement of student learning and institutional processes
- Annual, systematic self-evaluation and improvement of the effectiveness of the PROC and LOAC committees through the committee self-evaluation process, beginning in spring 2014 (3.95).
- Analysis of items in the faculty/staff campus-wide survey regarding data and planning. Four items included in the fall 2013 LAMC Faculty/Staff Survey specifically addressed this subject, with the following results:
 - The majority of respondents agreed or strongly agreed with the statements "The College provides data that is relevant for effective program decision-making in

my area” (60.5%) and “Institutional planning results in on-going, self-reflective continuous improvement” (63.6%). However, the relatively high proportion of respondents selecting “Neither Agree nor Disagree” to these statements (28% for both items) suggests that the campus community as a whole is not yet adequately informed about resources for data-informed decision-making and the effectiveness of institutional planning processes at the College. The work of the RATF will be valuable in identifying useful improvements in these areas. (3.96, 3.97).

- Two open-ended items on the survey asked faculty and staff for: “Comments/suggestions regarding data that, if provided to you, would be useful to you in determining ways that you/your unit could more effectively serve students,” and for “Other comments/suggestions regarding institutional effectiveness and/or planning at LAMC” (3.98, 3.99, 3.100), which revealed that respondents would like more of the following:
 - Information about LAMC’s students, including demographic information and information about student success rates for certain categories of students
 - Support of student success through smaller classes and basic skills offerings
 - Transparency and evaluation of planning and resource allocation processes
 - Feedback from the Program Review process

The OIE has already begun to address some of the issues raised, partially through discussions with and recommendations from the PROC concerning enhancements to the online Program Review system to include more student demographic data (3.101, 3.102, 3.103) and discussions concerning the timeline and transparency of the Program Review and budget allocation process (3.104, 3.105, 3.106, 3.107). The OIE will continue to work with the RATF, PROC, and the Strategic Enrollment Management Committee to further recommend and implement improvements in the areas identified in the survey.

The Dean also engages in professional development and training activities so that she can better assist the college in all aspects of its research, evaluation and planning efforts and keep current with research methodologies and best practices. To date, these activities have included the following:

- CAMP-R meeting (a meeting for researchers and planners in the Southern California Region to gather and exchange ideas, share approaches, and discuss current issues affecting institutional research and planning) at East Los Angeles College on June 20, 2013. Topics included ACCJC expectations and institution-set standards (3.108).
- Integrated Planning Presentations at District Planning and Accreditation Committee (DPAC) meetings on May 24, 2013 (“Integrating and Evaluating Planning Efforts Across the Institution” by Daylene Meuschke, Director of Institutional Research at College of the Canyons, and Barry Gibbons, Asst. Superintendent/Vice President of Institutional Development, Technology, and Online Services at College of the Canyons) and July 26, 2013 (“Integrated Planning in a Multi-College District” by Dr. Marybeth Buechner, Dean of Planning, Research, and Institutional Effectiveness at Sacramento City College in the Los Rios Community College District) (3.109, 3.110 DPAC Minutes – July 26, 2013).

- EMSI (Economic Modeling Specialists Intl.) Online Trainings July 24, 25, and 30, 2013). EMSI is a data tool that provides labor market data, workforce intelligence, and regional economic analysis (3.111).
- LACCD's District Academic Senate Summit emphasizing accreditation and SLO assessment, on September 20, 2013 (3.112).
- CAMP-R meeting at College of the Canyons on September 27, 2013. Topics included accreditation, institution-set standards, Institutional Review Boards, and data reporting. (3.113).
- "Strategic Planning Online" webinar on October 4, 2013 (3.114).
- "Enrollment Forecasting for California Community Colleges" webinar on October 4, 2013 (3.115, 3.116 Predictive Modeling in Enrollment Management Webinar Confirmation Emails).
- "Building and Utilizing Student Enrollment Models" webinar on October 22, 2013 (3.117).

Next Steps

To further enhance the comprehensive research and evaluation program as well as the planning functions at the College the OIE will:

- Continue to lend support in the development and implementation of an appropriate methodology for rolling up course-level SLO assessments to assess PLOs and ILOs (see Recommendation 2 for further discussion of this methodology.)
- Analyze and disseminate the results of the Survey on Student Learning Differences (discussed above and in more detail in Recommendation 5) and, based on the analysis and resulting College definition of "student learning styles and needs," will assist faculty in collecting and analyzing data to better address students' learning styles and needs to improve student learning (3.118).
- Continue to support collegial, self-reflective dialogue across campus about the continuous improvement of student learning and institutional processes, through: presentations; participation in committees, meetings, and campus events; delivery of trainings; maintenance of the OIE website; and other reporting and distribution methods as recommended by the RATF (e.g., research briefs).
- Complete a full self-assessment cycle of evaluation/planning, improvement implementation, and re-evaluation by completing annual program reviews, beginning in spring 2014.

Conclusion

LAMC has fully resolved Recommendation 3 with the establishment of a sustainable, comprehensive, and effective program of research and evaluation to support the continuous improvement of educational quality and institutional effectiveness (I.A.1; I.B.2; II.A.2). The College now has a dedicated Office of Institutional Effectiveness (OIE), staffed with a Dean of Institutional Effectiveness and a research analyst. The OIE provides support for the assessment and improvement of student achievement and learning outcomes at all levels, for Program Review, and for other data collection and analysis, including coverage of student needs, learning styles, and goals (I.B.2; II.A.1.a; II.A.1.c; II.A.2.d; II.A.2.f). Furthermore, committees have been

established that provide institutionalized forums for ongoing campus engagement in collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes, including Program Review (I.B.1; I.B.6; II.A.1.c; II.A.2.f). Campus dialogue is further promoted by the OIE’s involvement on numerous College and District committees (I.B.1). The College has also developed and implemented processes to ensure that the research and evaluation program itself is continuously improved (I.B.6).

List of Evidence

- 3.1 Dean of Institutional Effectiveness Job Announcement
- 3.2 Dean of Institutional Effectiveness Clearance Email
- 3.3 Dean of Institutional Effectiveness Welcome Email
- 3.4 Research Analyst Job Description
- 3.5 LAMC Research Analyst Classified Staffing Request
- 3.6 Spring 2014 Welcome Email
- 3.7 Office of Institutional Effectiveness Research Calendar
- 3.8 2012-2013 ESL/Basic Skills Allocation End-of-Year Report, Section 3 – Data Analysis
- 3.9 Los Angeles Mission College – Class of 2013 Graduation Email with Attached Statistics
- 3.10 President’s Request for Student Data and High School Student Data
- 3.11 ESL Placement and Enrollment Data Request
- 3.12 DSPS Data Requested for Program Review
- 3.13 Example Daily Student Headcount and Enrollment Email
- 3.14 Institution-Set Standards Data Summary
- 3.15 ASC Research and Evaluation Theme Team Minutes – July 15, 2013
- 3.16 Council of Instruction Minutes – November 6, 2013
- 3.17 EPC Minutes – November 18, 2013
- 3.18 EPC Minutes – December 2, 2013
- 3.19 Academic Senate Minutes – December 5, 2013
- 3.20 Institution-Set Standards for College Council Approval
- 3.21 College Council Minutes – December 19, 2013
- 3.22 President’s Approval of College Council Action Item for Institution-Set Standards
- 3.23 College Council Retreat Summary – August 20, 2013, page 3 and Attachment A
- 3.24 College Council Retreat Minutes – August 20, 2013, page 3
- 3.25 LAMC College Council Retreat Presentation
- 3.26 LACCD BOT – Institutional Effectiveness and Student Success Committee Minutes – November 20, 2013, page 1
- 3.27 LAMC Institutional Effectiveness Report to the Board of Trustees
- 3.28 College Council Retreat Minutes – August 20, 2013, page 4
- 3.29 College Council Retreat Summary – August 20, 2013, page 3 and Attachment A
- 3.30 College Council Retreat Summary – September 6, 2013, pages 2-3
- 3.31 College Council Minutes – February 4, 2014)
- 3.32 2013-2018 LAMC Strategic Master Plan
- 3.33 LOAC Meeting Minutes – e.g., November 19, 2013; November 26, 2013; December 3, 2013; January 28, 2014
- 3.34 SLO Summit Fall 2013 Flyer
- 3.35 SLO Summit Fall 2013 Summary

- 3.36 Screenshot from SLO Online System
- 3.37 Program Review Assessment and Modification Report 2013, items 2 and 3
- 3.38 Instructional Program Review Training – Fall 2013, pages 8-10
- 3.39 Non-Instructional Program Review Training – Fall 2013, page 8
- 3.40 Program Review Assessment and Modification Report 2013
- 3.41 College Council Minutes – December 19, 2013, page 3
- 3.42 Instructional Program Review Training – Fall 2013
- 3.43 Non-Instructional Program Review Training – Fall 2013
- 3.44 Email - Tips for Reviewing Data in Your Program Reviews
- 3.45 DSPS Data Requested for Program Review
- 3.46 History Data Requested for Program Review
- 3.47 PROC Minutes – October 3, 2013
- 3.48 College Council Minutes – December 19, 2013, page 2 under “Shared Governance Oversight Committee
- 3.49 PROC Minutes – January 23, 2014
- 3.50 Fall 2013 LAMC Faculty/Staff Survey
- 3.51 Fall 2013 LAMC Faculty/Staff Survey
- 3.52 Fall 2013 LAMC Faculty/Staff Survey Results
- 3.53 Fall 2013 LAMC Student Survey
- 3.54 Fall 2013 LAMC Student Survey Results
- 3.55 Fall 2013 LAMC Student Survey Content Analysis
- 3.56 LAMC Survey on Student Learning Differences
- 3.57 Email to faculty with link to Student Learning Differences Survey
- 3.58 Example of a Student Characteristics Report
- 3.59 Example of a Student Success and Grade Distribution Report
- 3.59 Example of a Degrees and Certificates Report
- 3.60 Example Enrollment Report
- 3.61 Example Instructional Report
- 3.62 Student Fall Kickoff 2013 Evaluation
- 3.63 Fall Kickoff 2013 Faculty/Staff Evaluation
- 3.64 Transfer Center Surveys
- 3.65 ADA Website Compliance Workshop Survey
- 3.66 Counseling Department Workshop Survey
- 3.67 Fall 2013 Student Learning Outcome and Assessment Summit Survey
- 3.68 Fall 2013 College Council Retreat Survey
- 3.69 Fall 2013 College Council Retreat Survey Report
- 3.70 Student Services Point of Service Survey
- 3.71 Culinary Arts Institute Industry Survey
- 3.72 LAMC College Council Retreat Presentation, pages 13-14
- 3.73 Fall 2013 Kickoff Data Analyses
- 3.74 ASC Minutes – May 22, 2013
- 3.75 ASC Research and Evaluation Theme Team Minutes – June 26, 2013; 3.56. PROC Charter
- 3.76 College Council Minutes – July 18, 2013
- 3.77 ASC Research and Evaluation Theme Team Minutes – July 15, 2013
- 3.78 ASC Research and Evaluation Theme Team Minutes – November 12, 2013

- 3.79 LAMC Guidelines for Assigning Priorities to Research Requests
- 3.80 College Council Minutes – December 19, 2013
- 3.81 President’s Approval of College Council Action Item to Accept the Guidelines for Assigning Priorities to Research Requests
- 3.82 ASC Research and Evaluation Theme Team Minutes – October 8, 2013, top of page 2
- 3.83 ASC Research and Evaluation Theme Team Minutes – November 12, 2013, page 2
- 3.84 Research Advisory Task Force Minutes – December 10, 2013
- 3.85 ASC Research and Evaluation Theme Team Minutes – October 8, 2013
- 3.86 College Council Minutes – November 21, 2013
- 3.87 President’s Approval of College Council Action Item to Create the RATF
- 3.88 ASC Research and Evaluation Theme Team Minutes – October 8, 2013, page 2 – “iii” and “iv”
- 3.89 ASC Research and Evaluation Theme Team Minutes – November 12, 2013, page 1 – section “2” and attached timeline tasks “iii” and “iv”
- 3.90 Research Advisory Task Force Email with Proposed Program Review System Enhancement List
- 3.91 LOAC Charter
- 3.92 PROC Charter
- 3.93 Refer to citations in the “Primary Functions and Activities of the Comprehensive Research and Evaluation Program” section
- 3.94 Program Review Structure
- 3.95 LAMC Committee Self-Evaluation Worksheet
- 3.96 Fall 2013 LAMC Faculty/Staff Survey, page 7 – questions 1 and 2
- 3.97 Fall 2013 LAMC Faculty/Staff Survey Results, page 22
- 3.98 Fall 2013 LAMC Faculty/Staff Survey, pages 7-8
- 3.99 Fall 2013 LAMC Faculty/Staff Survey Results, pages 27-29
- 3.100 Fall 2013 LAMC Faculty/Staff Survey Content Analysis, pages 3-5
- 3.101 PROC Minutes – December 11, 2013,
- 3.102 PROC Minutes – January 23, 2014, section 4
- 3.103 Program Review Enhancement List – February 2014
- 3.104 PROC Minutes – October 15, 2013, section 2
- 3.105 PROC Minutes – November 19, 2013, section 3
- 3.106 PROC Minutes – December 11, 2013, sections 3 and 7
- 3.107 PROC Minutes – January 23, 2014, section 6
- 3.108 CAMP-R Meeting Minutes – June 20, 2013, page 8, attendee #30
- 3.109 DPAC Minutes – May 24, 2013
- 3.110 DPAC Minutes – July 26, 2013
- 3.111 EMSI Training Confirmation Emails – July 24, 25, and 30, 2013
- 3.112 District Academic Senate Summit Agenda – September 20, 2013
- 3.113 CAMP-R Meeting Minutes – September 27, 2013, pages 1 and 7
- 3.114 Strategic Planning Online Webinar Confirmation Emails
- 3.115 Enrollment Forecasting for California Community Colleges Webinar Email
- 3.116 Predictive Modeling in Enrollment Management Webinar Confirmation Emails
- 3.117 Building and Utilizing Student Enrollment Models Webinar Confirmation Emails
- 3.118 LAMC Survey on Student Learning Differences

College Recommendation 4

To meet the Standards, the team recommends the college develop and implement a plan for Distance Education that includes an evaluation of Distance Education for alignment with the needs of the college's intended student population, an assessment of the quality of instruction and compliance with US Department of Education regulations, infrastructure to support online teaching and learning, and a systematic assessment of student learning and achievement outcomes in order to ascertain how well students are learning in distance education courses. Such a plan should be integrated with other college planning efforts and linked to the resource allocation process (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.A.8, II.B.3.c).

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

I.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.

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.

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

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.

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.'

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.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 catalog. 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.

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.

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

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.

Progress in Addressing the Recommendation

To meet this recommendation, LAMC has developed a comprehensive Distance Education Plan (DEP) and has begun to implement it. The DEP aligns with the performance measures of the LACCD Strategic Plan (4.1).

In February 2014, the DE Committee recommended adoption of the DEP. EPC will review the recommendation and, upon approval, will forward the recommendation to Academic Senate and College Council for final adoption (4.2, 4.3).

Alignment with the Needs of the College's Intended Student Population

Several objectives of the DEP support the alignment with the needs of the college's intended population (4.4).

During the fall 2013 semester, the following activities took place:

1. Student Surveys: During the Fall 2013 term the Office of Institutional Effectiveness conducted a comprehensive student survey to determine the level of student satisfaction with existing programs and services and to identify areas for improvement in the quality of online instruction and services and their alignment with student needs, and to assess the addition of online course offerings. A total of 954 responses to the survey were received from all demographic groups represented at LAMC.

The following five questions regarding distance education were included in the survey:

- How many online classes have you already completed at LAMC, not counting any online classes you are currently taking this semester?
- How many online classes are you taking this semester at LAMC?
- I would like LAMC to offer more online classes (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree).
- If you would like more classes offered online, for what purpose(s) would you like to take the online classes?
- If you would like more classes offered online, which classes would you like to be offered online?

Less than one-fifth (18 percent) of respondents were enrolled in online classes during the fall 2013 term. The majority of respondents (73 percent) had also never previously taken an online course at LAMC. Over half of respondents (54 percent) would like LAMC to offer more online classes, primarily for general education and major requirements and for transfer. The most frequently requested online classes were Math and English courses, particularly English 101, and general education courses.

According to the results of the survey, online classes are currently being utilized by less than one-fifth of the LAMC student body, and there is clear room for growth. However, the high percentage of ambivalent students (i.e., those who neither agreed nor disagreed with the statement "I would like LAMC to offer more online classes") coupled with the low proportion of students who have taken online courses in the past indicate that many students may be reluctant to enroll in online courses. In addition, a small minority of respondents indicated a strong preference for face-to-face classes over the online format. Reasons for this include individual learning style preferences as well as lack of financial and technical resources to successfully complete online courses (e.g., no computer or internet at home, etc.) (4.5).

2. DE Website: In fall 2013, the college transitioned to Etudes Course Management System, with an Etudes Help Desk and tutorials (4.6). To systematically maintain, evaluate, and improve the DE website, the DE Coordinator ensures inclusion of the following for improved accessibility and ease of use: a Help Desk (with live phone assistance), Help Desk email (with 24 hour email response time), student support services information (with 24 hour email response time), tutorials, orientation, study guides, and videos.
3. Student Services: the DE Committee strengthened collaboration with Student Services, through the development and implementation of systematic assessment of online counseling and other support services. In fall 2013, a current list of all available student service contact, links, and videos were posted (4.7). In addition, prior to fall 2013, two counselors were assigned to assist online students with their counseling needs (4.8).

In spring 2014, the DE Committee began collaboration with Student Services to integrate DE services with the goals of the Student Services Master Plan (4.9). This collaboration will strengthen counseling services for DE Students. To ensure representation from the Student Services Division, the DE Committee recommended at the February 12, 2014 meeting to include an additional voting member from student services (4.10).

Online College Success Class: To expand and improve access to online educational programs and services and better prepare students for success as online students, an online Personal Development course, *College Student Success Seminar* (PD 40) was approved by the Curriculum and the DE Committees. This course is being offered in the spring 2014 schedule of classes (4.11).

Next Steps

In spring 2014, the DE Committee will take the following steps in the implementation of the DEP:

- a) A survey for DE students will be administered to garner detailed information on the alignment of student service support, additional course offerings, and the overall effectiveness of DE classes at LAMC.
- b) Identify areas in student services required to improve counseling support and services for online students, including online educational planning, online career and transfer workshops and additional online Personal Development courses to develop a plan for implementation.
Review, edit and revise the current DE Charter to align with the goals and objectives of the DEP.
- c) Evaluate and redesign the DE website to create a more user-friendly format and ensure accuracy of information.

Assessment of the quality of instruction

Several objectives of the DEP support the assessment of the quality of instruction (4.12).

During the spring and fall 2013 semesters, the following activities took place:

1. DE Program Review: To improve the effectiveness of Distance Education through data-driven planning and decision-making and to establish a systematic program review and resource allocation process, EPC incorporated DE into the annual program review process. In June 2013, EPC added supplemental screens for the DE Program (4.13).
2. Approval of Online Courses: In early January 2013, the Curriculum and DE Committees updated the process for approval of online classes to require two new forms, the DE Notification Form and the DE Addendum (4.14, 4.15). The addition of these new forms certifies that the requirements under Title 5, Section 55206 are met (4.16).
3. Assessment of Student Learning Outcomes (SLOS): To increase student success and the analysis of student achievement and learning outcomes, the DE Coordinator and the SLOS Coordinator met in early spring 2014 to discuss the assessment of CSLOS. A matrix of classes taught online from 2012-2014 was created (4.17).
4. Faculty Transition to a new Course Management System (CMS) – Etudes: Based on a review and comparison of Moodle and Etudes (4.18, 4.19, 4.20) feedback, in May 2013, the DE Committee recommended and the College approved the transition to Etudes as the CMS for all online courses at the College (4.21). Over 100 faculty participated and received certification from the two on-campus faculty training sessions were provided by Etudes to assist faculty in transitioning from Moodle to Etudes (4.22).
5. Faculty Evaluation: To improve the quality of online instruction and services that includes the results of student evaluations of DE classes, in the fall 2013 semester, the DE Committee edited and updated the Student Evaluation of Online Instructor form to abide by the current AFT contract on faculty evaluation (4.23). The Etudes CMS allows

for the anonymous submission of the student evaluation by students and the forwarding of the results to the Department Chair (4.24).

Next Steps

In Spring 2014, the DE Committee will take the following steps in the implementation of the DEP:

- a) The Curriculum and DE Committees, with collaboration and feedback from the SSS Committee, will refine and update the steps, procedures, and processes to evaluate online instruction and student services to our online students.
- b) The DE Coordinator and Staff Development will schedule training sessions for department chairs on how to utilize the ETUDES Student Evaluation system for evaluation of online teaching faculty.
- c) A survey will be developed and implemented in the spring 2014 term, to determine the needs of LAMC's online students.
- d) The DE Coordinator will conduct faculty and student focus group(s) to review the DE website and information to redesign and ensure the accuracy of DE information for our online students and faculty.
- e) By fall 2014, The DE Committee will collaborate with the SLO Coordinator to ascertain whether SLOs are being assessed in online and hybrid classes.

Compliance with US Department of Education, and Federal and State regulations

Several objectives of the DEP support compliance with US Department of Education, and Federal and State regulations (4.25).

During the spring and fall 2013 semesters, the following activities took place:

1. US Department of Education (USDE) Regulations:
 - a. Student Complaints – USDE 602.16(a)(6) - In Spring 2013, the DE Committee made available on the DE website to enrolled and prospective students, pursuant to 34 C.F.R. 602.16 (a)(6) the names of associations, agencies or governmental bodies that accredit, contact and information for filing complaints, including filing consumer complaints in the states in which LAMC students might reside and take its distance education courses or program (4.26). The College has also provided the procedure for student grievance or complaint in the catalog and the semester course schedule. The college has updated the LAMC website information on filing a Student Grievance Complaint (4.27).
 - b. Definitions of “Distance Education” - USDE 602.17(g) - and found in 602.3 to determine which mode of delivery is being employed. At LAMC Department Chairs, Academic Affairs, and Curriculum are tasked with deciding which courses are offered online. The procedure is detailed on both the Curriculum and DE sites (4.28).
 - c. Student Identification and Authentication - USDE 602.17 (g)(1) - Student Identity Authentication Accreditation now requires that all DE classes take steps to ensure the students who login to online classes are the same students registered for the class. This new accreditation requirement (as of 2010) is met when a Course Management

System uploads students directly from the student rosters maintained by the college in its Student Information System (SIS) (4.29).

Our Etudes CMS platform communicates with the LACCD Student Database and students registered for those classes are uploaded into the Etudes CMS system.

LAMC authenticates its students through a daily upload parser which directly authenticates whether a student has been added or dropped or removed from a class. The authentication of Etudes CMS classes throughout the district is reviewed, and implemented through the district wide LACCD IT, and the individual DE coordinators at each of the LACCD sister colleges that uses the Etudes CMS. The District DE Coordinators in their monthly meetings discuss and coordinate the uploads and any authentication issues that might arise.

- d. Regular and Substantive Interaction with the Instructor – USDE 602.17 (g). It is the policy of Student Services to have a 24 hour response time for emails from on campus and online students (LAMC Evaluation Responsibilities for Compliance with USDE Regulations (4.30).
 - e. LACCD Administrative Regulation E-89 – LACCD in its Administrative Regulation E-89 (4.31) requires that each proposed or existing course offered by distance education be reviewed and approved separately (Title 5, Section 55206), and follow the curriculum approval procedures outlined in Administrative Regulation (Authentication and Verification of Student Identity 34 C.F.R. Section 602.17).
2. State Authorization Reciprocity Agreement (SARA) Regulations: the DE Coordinator participates in regular meetings of the California Community Colleges District DE Coordinators and DE Stakeholders to keep abreast of the regulations, and DE issues. (4.32). The DE Coordinator has posted the SARA Complaint Process on the DE website (4.33).
 3. Section 508 Compliance: Under federal law, individuals with disabilities may be provided certain accommodations in their on-campus and online classes. The DSPS office provides appropriate accommodations and has collaborated with Cuesta College to convert media to an alternate format for disabled students (4.34).

On November 5, 2013, the DSPS Office and the LACCD ADA Coordinator conducted a workshop (4.35) for faculty and staff for training to create accessible web-based materials. The training included website accessibility and creation of accessible office documents (4.36, 4.37, 4.38). A workshop survey was completed and will be included in the 2014-2015 DE Program Review (4.39).

The Instructional Assistant, Assistive Technologist in the DSPS Office assist faculty with access to alternate media for students with special needs. The Instructional Assistant, Assistive Technologist is a resource member to the DE Committee and provides updates, information, suggestions, and recommendations to assist with the compliance of Section

508, and other state and federal requirements on providing access to persons with disabilities.

Next Steps

In Spring 2014, the DE Committee will take the following steps in the implementation of the DEP:

- a) The DE Committee, in collaboration with Professional and Staff Development and the DSPS office will schedule workshops as follows:
 - Assist faculty with use of alternate media in compliance with 508 standards
 - Provide training for web-based access of materials, tutorials, videos, PowerPoints and other media
- b) The DE Committee develop and recommend processes and procedures in the evaluation of online teaching faculty to ensure compliance with USDE and LACCD regulations on “regular and substantial interaction” between instructor and student.

Infrastructure to support online teaching and learning

Several objectives of the DEP address the infrastructure to support online teaching and learning (4.40).

During the fall 2013 semester, the following activities took place:

1. **Resource Allocation:** Resource allocation requests for DE are included in the Program Review process. In the DE report and recommendations to the EPC in its meeting of May 6, 2013 (4.41), the DE Committee recommended that the annual cost of the CMS be included in the baseline budget, and not require repeated annual “over-base” requests. This cost has been included as a line item in the annual College budget (4.42, 4.43). Further resource allocation requests are being considered from DE, including a part-time online technical support assistant and the establishment of a dedicated DE cost center.
2. **DE Coordinator Reassigned Time:** An assessment of the DE infrastructure for its adequacy in meeting student, instructional, and service needs was performed in the fall 2013 by the Vice President of Academic Affairs and the DE Committee. The results of the review indicated the DE Coordinator workload warranted an increase from 0.2 to 0.4 FTEF and will be reviewed for possible augmentation in late spring 2014.

Next Steps

In spring 2014, the DE Committee will take the following steps in the implementation of the DEP:

- a) Update the scope and responsibilities of the DE Coordinator
- b) Re-evaluate the reassigned time for the DE Coordinator

Systematic Assessment of student learning and achievement outcomes in order to ascertain how well students are learning in distance education courses.

Several objectives of the DEP support the systematic assessment of student learning and achievement outcomes in order to ascertain how well students are learning in distance education courses (4.44).

During the fall 2013 semester, the following activities took place:

1. **DE Student Performance:** The DE program review in fall 2013 analyzed the performance of DE students. The data provided was in aggregate form, and compared online classes with on-campus classes. Successful course completion of DE classes rose from 63.4% in 2008 to 71.4% in 2013, and student retention from 82.8% to 85.8% during the same period. To support a more meaningful analysis of student success and retention in DE, more detailed course-by-course comparisons will be provided for the Fall 2015 and subsequent DE Program Reviews.
2. **Student Success and Retention:** Appropriate use of educational technology in the classroom, online, and in hybrid courses is vital for student retention and success. A faculty survey was conducted in February 2014 determine a working definition of student learning styles (4.45). This is an effort to assist faculty in improving student success and retention by more effectively addressing the learning styles of LAMC students. Upon completion and analysis of survey results, LAMC will adopt a common definition and schedule workshops and presentations to introduce pedagogies and teaching materials to improve student learning and achievement for online and on-campus students.
3. **Faculty Resource Center:** The College has created a faculty resource center, The Eagle's Nest, to provide resources, equipment, supplies, and other needs for faculty teaching online and on campus (4.46).
4. **DE Faculty Etudes Sites:** The DE Committee assisted the online faculty transition from Moodle to ETUDES. The Etudes staff created a special "one click" conversion tool to expedite the copying of materials, content, quizzes, discussions forums, videos, power point, and web links from Moodle to ETUDES. The DE Committee will continue to support and assist faculty in the transition and upgrades to the online course shell.

Next Steps

In Spring 2014, the DE Committee will take the following steps to implement the recommendation:

- a) With the adoption of the common learning styles definition, the DE Committee will collaborate with the Professional and Staff Development Committee in the development of workshops and presentations to introduce pedagogies and teaching materials to improve student learning and achievement for online and on-campus students.
- b) In summer 2014, the OIE will compare student performance data in DE classes to those in corresponding on-campus classes for discussion by the DE Committee

Conclusion

The College has made substantial progress and expects full resolution by the end of spring 2015, through the implementation of the approved DE plan.

The College has developed, approved and begun implementation of the Distance Education Plan. The DEP is aligned with the LACCD and LAMC Strategic Plans.

Based on the faculty and student surveys, the College has established and is implementing the Distance Education Plan to determine the needs of the student population by assessing the quality of instruction, ensuring compliance with USDE regulations and strengthening integration to the College planning efforts through Program Review.

The DE infrastructure to support online teaching and learning includes development of the Faculty Resource Center as well as the College adopting the annual cost of the CMS in the baseline budget as well as approving the increased reassign time for the DE Coordinator. This increase supports collaboration between the Coordinator and various campus constituents, such as the SLO Coordinator and Student Services programs, to ensure there is ongoing systematic assessment of student learning and achievement outcomes to ascertain how well students are learning in distance education.

With resource requests through the Program Review process, distance education is linked to Budget and Planning and the resource allocation process.

List of Evidence

- 4.1 LACCD Strategic Master Plan
- 4.2 DEC Agenda and Minutes of February 12, 2014
- 4.3 DE Plan 2014-2017 – Approved by DE Committee on February 12, 2014
- 4.4 Refer to 4.3
- 4.5 Los Angeles Mission College – Fall 2013 – Student Survey – Distance Education
- 4.6 Online@Mission – LAMC DE website – <http://lamission.edu/online>
- 4.7 List of Available Student Support Services – Fall 2013
- 4.8 Evidence
- 4.9 2012-2017 Student Support Services Goals
- 4.10 DE Committee Minutes – 2/12/2014
- 4.11 Online College Student Success Seminar – Personal Development 40 – 3 units
- 4.12 Refer to 4.3
- 4.13 EPC Minutes of June 3, 2013 – “adding screens for DE Program Review”
- 4.14 DE Course Approval Process and New Online Course Notification form
- 4.15 DE Addendum Form
- 4.16 LAMC DE Annotated Technical Review Rubric
- 4.17 Matrix of Classes taught online 2012-2014
- 4.18 CMS Analysis – Fall 2013
- 4.19 Spring 2013 – CMS Faculty Survey

- 4.20 Spring 2013 – CMS Student Survey
- 4.21 EPC approval of CMS transition to Etudes – May 2013
- 4.22 Etudes Certificated Faculty – Spring 2013
- 4.23 Revised Student Evaluation of Online Instructor Survey – End of Course – November 1, 2013
- 4.24 Etudes Formal Course Evaluation Forms (Student Evaluation of Online Faculty)
- 4.25 Refer to 4.3
- 4.26 Student Complaint Information @ LAMC DE Website
- 4.27 Student Complaint Procedures at LAMC
- 4.28 Curriculum and DE Websites
- 4.29 History of Student Identity and Authentication at Mission - <http://lamission.edu/de/cms>
- 4.30 LAMC Evaluation Responsibilities for Compliance with USDE
- 4.31 LACCD Administrative Regulation E-89 – Distance Education
- 4.32 DE Coordinator participation in District DE Coordinators & DE Stakeholders Minutes May 2009
- 4.33 LAMC DE Website - Student Complaints (State Authorization)
- 4.34 DSPS ADA Compliance and work with Cuesta College
- 4.35 ADA Web Accessibility Training – November 5, 2013
- 4.36 LACCD Introduction to Website Accessibility
- 4.37 Creating Accessible Office Documents – LACCD Handout
- 4.38 Creating Office Document for Online Accessibility
- 4.39 ADA Web Accessibility Training Survey – November 5, 2013
- 4.40 Refer to 4.3
- 4.41 DE Recommendation to EPC on costs of CMS – May 6, 2013
- 4.42 Evidence
- 4.43 DE Annual Program Review – November 15, 2013 - Fall 2013
- 4.44 Refer to 4.3
- 4.45 Faculty Learning Differences Survey – Spring 2014
- 4.46 Evidence citations here

College Recommendation 5

To meet the Standards, the team recommends the college adopt mechanisms for assessing: student learning styles and needs, the alignment of instructional delivery and pedagogical approaches with student learning styles and needs, and how instructional delivery and pedagogical approaches are related to achievement of student learning outcomes. (II.A.2.d)

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

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. [Cited in evaluation team's narrative (p. 42), but omitted from Recommendation; "The college does not meet Standard II.A.1.b."]

Progress in Addressing the Recommendation

To develop systematic and sustainable mechanisms that assess the relationship among student learning styles and needs, instructional delivery and pedagogical approaches, and student learning outcomes across the curriculum, steps have been established to produce a plan that focuses on specific classroom (traditional or virtual) needs and pedagogical approaches that enhance the learning experience.

The current Vice President of Academic Affairs first came to Los Angeles Mission College in January 2013 and immediately began to foster the creation of a faculty resource center for teaching and learning. The Office of Academic Affairs received institutional support to create The Eagle's Nest, LAMC's center for teaching and learning, which is scheduled to open on April 1, 2014. A logo has been designed and the dedicated space is known as "the faculty's space to land, learn, and soar." Among other things, the Eagle's Nest will provide a forum for interdisciplinary research/discussions centered on student learning outcomes assessment and improvement, promote development of innovative curriculum, and encourage alternate modes of delivery (pedagogy) to promote improvement in teaching and student learning (5.1).

The Office of Academic Affairs has adopted spring 2014 Eagle's Nest-sponsored professional development training themes concentrating on learning styles, needs, and pedagogical approaches. These themes are centered on the following:

- Theorizing How LAMC Students' Social Identities Did and Do Impact Their Educational Experience
- Describing LAMC Students' Interests and the Skills They Bring to College
- Implementing Adult Learning Theory-Based Educational Methodologies

To further support Los Angeles Mission College's first Annual Student Learning Outcomes Summit on October 11, 2013, the Vice President of Academic Affairs scheduled a series of full-time faculty focus groups "*Deep Dialogue Discussions*". Of the College's 83 full-time faculty members (71%), 60 participated (5.2). Each of the nine focus groups included faculty members

representing varying disciplines and lengths of service to the College. While the primary purpose of the discussions was to explore student outcomes assessment, the topic of student learning styles and needs was examined (5.3). During each focus group meeting, faculty members were provided copies of an article by Cedar Riener and Daniel Willingham; it describes both approaches, but the second one more fully (5.4). The Vice President summarized the article's contents and requested that the faculty members read the article and begin thinking more about how LAMC should use their understanding of varied student learning styles and needs in order to improve student learning in their classrooms.

The Vice President of Academic Affairs solicited the faculty's feedback regarding a working definition of "student learning styles and needs" that would best serve the LAMC student body. Two approaches to defining learning styles for the campus were considered by each focus group:

- a. Students differ in their preferred modes of learning, independent of their ability and of the content learned. In addition, altering pedagogy to fit these so-called "styles" enhances the learning process; or
- b. Teachers can improve learning and best meet student needs by taking their students' differences in abilities, backgrounds, knowledge, and interests into consideration. In order to maximize learning, pedagogies can be altered based upon these characteristics of students in the classroom.

At the conclusion of the focus groups, the Vice President submitted a report to the President summarizing the Deep Dialogue discussions and included professional development activity recommendations for faculty (5.5). Each group was asked to choose a team leader whose responsibility it is to bring his/her colleagues together at least once per semester to continue dialogue about student learning outcomes and assessment (5.6). The discussions, in which faculty members shared strategies for conducting authentic assessment of student and program learning outcomes, serves as the groundwork for continued Deep Dialogue discussions (5.7). To provide for sustainable mechanisms, the Vice President of Academic Affairs will continue to meet with faculty focus groups on a biennial basis to promote further discussions focused on student learning needs and the achievement of student learning outcomes.

To provide additional faculty forums for discussion of teaching and learning, the following were established:

- "Brown Bag Discussion"
Academic Senate established monthly lunch discussions with guiding topics introduced to stimulate deep dialogue discussions pertaining to teaching and learning. During the fall 2013 semester, the Brown Bag discussions created an interest in adopting a common book read. After review and discussion of several books, *Mindset* by Carol Dweck was chosen and approved by the Academic Senate at the December 5, 2013 meeting (5.8).
- Campus-wide Faculty Book Club
As a result of the adoption of the common book read by faculty, the Academic Senate created a campus-wide faculty book club. The purpose of the book club is to provide suggestions for additional readings and activities that support innovative teaching and learning. The first common book adopted explores how individuals learn differently and provides information and strategies on how to create learners that have a more open mindset. As a resource, a website was developed for the faculty book club (5.9).

- “Spring into Spring” Winter Flex Day
The Achieving the Dream Committee, Professional and Staff Development Committee, and Academic Senate co-sponsored this day of workshops and activities designed to invigorate faculty as they prepare for the spring semester. The workshop topics resulted from previous discussions that occurred within the Deep Dialogue sessions, Brown Bag series, and the faculty book club. Over 100 full-time and adjunct instructors attended and participated in these workshops (5.10).

These have proven to be successful forums to discuss student teaching and learning styles and will be instituted as ongoing activities. In collaboration with the Eagles Nest, these professional growth activities continue to provide opportunities for professional interdisciplinary discussion and collaboration among faculty.

On February 5, 2014, the Office of Institutional Effectiveness distributed the Student Learning Differences survey to all full-time and adjunct faculty members to broaden the dialogue about classroom assessment of student learning styles and needs and develop a working definition of “learning styles” for the College (5.11). The Survey consisted of seven questions inquiring about faculty members’ assessments of and pedagogical responses to student learning differences. To assist the College in organizing the next cycle of research and data-gathering, the following survey question was designed to assess the relationship between learning styles, needs and instructional delivery and pedagogy:

If you do consider learning differences in your teaching, based on your observations, what student characteristics should be considered in LAMC’s research on student learning styles and needs?

The survey questions were structured to collect the following information:

- The types of assessments faculty members are implementing to assess students’ learning styles and needs
- The types of learning styles and learning needs identified
- Successful interventions that have been employed

Next Steps

- During the spring 2014 term, responses from the Student Learning Differences survey will be examined by the Office of Institutional Effectiveness to identify common themes and begin gathering data for further analysis.
- After a comprehensive review of the survey and focus group data, the Office of Academic Affairs, in consultation with the Academic Senate, the Professional Development Committee, and the Learning Resource Center/Library as applicable, will request funding through the regular budget development process for reference materials, training and other support designed to help the faculty align instructional delivery and pedagogical approaches more effectively with the identified student learning styles and needs. These resources will be available in the Eagle’s Nest.
- Professional development training during the spring 2014 term, concentrating on learning styles, needs, and pedagogical approaches based on the established Eagle’s Nest themes. All professional development activities will be assessed by the participants (5.12).

- Commencing in the summer of 2014, the Office of Academic Affairs, in consultation with the Office of Institutional Effectiveness and the Academic Senate, will use the data gathered from the spring 2014 “Student Learning Differences” survey and Eagle’s Nest training activities to identify and develop tools to assist faculty and the College to:
 - Systematically assess student learning styles and needs.
 - Implement and document pedagogical or curricular changes based upon the assessment of student learning styles and needs.
 - Analyze the relationship among student learning styles and needs, instructional delivery and pedagogical approaches using both quantitative and qualitative evidence in the achievement of student learning outcomes and seek to improve those outcomes based on the analysis.
- The Office of Institutional Effectiveness will provide an annual summary of the Eagle’s Nest activities and disseminate the report electronically to faculty. The summary will contribute to the development of Eagle’s Nest core themes to continue to promote effective student engagement, learning, and achievement and link further study of pedagogical approaches that are related to achievement.
- In 2014-15, the College intends to research and apply for federal funding to further support the Eagle’s Nest in strengthening academic quality.

Conclusion

The College will have fully resolved this recommendation by the end of the spring 2015 semester.

The College has adopted a sustainable mechanism for assessing student learning styles and needs and the alignment of instructional delivery and pedagogical approaches with those styles and needs through the establishment of the Eagle’s Nest center for teaching and learning, the initiation of a regular cycle of research, assessment, dialogue, and improvement, and the allocation of resources to support that cycle.

Based on the data and analysis of the Student Learning Differences survey, the development of the various discussion forums, the establishment of the Eagle’s Nest, and the institution standards/benchmarks of achievement, the College continues to assess how instructional delivery and pedagogical approaches are related to achievement of student learning outcomes (II.A.2.d).

Listing of Evidence

- 5.1 Logo
- 5.2 Deep Dialogue Discussion Sign-In Sheets
- 5.3 ASCCC’s Authentic Assessment Power Point and Mueller’s Authentic Assessment Toolbox
- 5.4 Copy of Article
- 5.5 Summary of Discussions
- 5.6 E-mail examples
- 5.7 Focus Group Report; Sign-In Sheets, Agendas
- 5.8 Brown Bag Discussions

- 5.9 Web site
- 5.10 Data Information
- 5.11 Survey
- 5.12 Preliminary Draft of Survey, Training dates?

College Recommendation 6

To meet the standards, the team recommends the college develop a set of metrics and performance standards to better monitor the effectiveness of its planning and resource allocation decisions in achieving improvements in student learning. (I.A.1, II.A.1, II.A.2.f)

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

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.'

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..

Progress in Addressing the Recommendation

Annual Strategic Planning

Each year, a week before the fall semester begins, the College Council convenes a retreat to review and update the College's strategic planning goals, which are aligned with the District's strategic planning goals. Representatives of the shared governance planning committees are among the members of the College Council. These committees are as follows:

- Educational Planning Committee
- Student Support Services Committee
- Budget and Planning Committee
- Technology Committee
- Facilities Planning Committee
- Professional and Staff Development Committee

At the conclusion of the College Council retreat, the College's updated Strategic Master Plan is disseminated campus-wide and made available on the website (6.1). The goals in the College Strategic Master Plan are then considered by all College programs and services as they undertake their annual program reviews (6.2). (See also the Recommendation 2 section for a more detailed discussion of LAMC's strategic planning process and its incorporation of student performance data.)

Program Review Process

The College conducts an annual Program Review cycle in which each program or unit conducts a self-evaluation based on evidence, including student academic and/or unit performance, student learning or service area outcomes assessment findings, and enhancements to improve student learning and/or institutional effectiveness (6.3). Each program then develops an action plan to improve its own effectiveness. The program review action plan identifies the annual program or

unit improvement objectives, each of which is linked to one or more of the College's strategic goals. In addition, the articulation of each objective includes the following elements:

- Individual(s) responsible for coordinating the work necessary to achieve the objective
- Timeline for completion
- Description of activities designed to help meet the objective
- Expected outcome and measures of progress
- Assessment of progress on objectives set in prior cycles
- Status of the objective
- Specifications for any additional resources required to achieve the objective, including its anticipated total cost, description, type (e.g., one-time, ongoing), priority, and status (6.4).

Improvements in the Program Review Process.

Several changes to the Program Review process were recommended by the College Council and other bodies and approved by the President in the fall of 2013. The most important for systematically monitoring and continuously improving the effectiveness of this critically important planning process was the establishment of the Program Review Oversight Committee (6.5).

The Program Review Oversight Committee (PROC) is charged with the following tasks (6.6):

- Provide systematic structure and guidelines to review, evaluate and enhance the quality of programs and units in each college division.
- Oversee the annual and comprehensive Program Review processes to ensure that each review process is evaluative as well as descriptive, and that the results of the program review are consistently linked to other institutional planning processes.
- Determine the standard procedures and schedules of self-assessment and peer-validation to ensure that the Program Review process is consistent across programs and units of all divisions.
- Ensure that there is a meaningful linkage among Program Review and student achievement and learning outcomes, service area outcomes, the College Strategic Master Plan and the resource allocation process.
- Provide workshops to educate users on Program Review tools and processes as needed.
- Assign validation teams for all comprehensive program reviews.
- Review, update and revise the Program Review Handbook as needed.

The PROC met five times during the fall/winter of 2013/2014 to systematically evaluate the effectiveness of the Program Review process and to ensure its standardization across all three campus divisions (i.e., Academic Affairs, Student Services, and Administrative Services). The PROC has already made several significant improvements to the process. The following are some of the highlights of the PROC's discussions and recommendations to date:

- All three College divisions will adopt the same schedule for conducting comprehensive program reviews (each program undergoes a comprehensive program review every three years, with one-third of the programs undergoing the comprehensive assessment each year, and annual updates in the other two years of the cycle). (6.7).
- All three College divisions will follow the program review validation process as described in the Program Review Handbook (6.8, 6.9).

- Recommendation to move the annual unit assessment program review cycle for all College divisions to begin in the spring semester, rather than the fall semester. The change in schedule is designed to allow more time for units to reflect on their performance; to allow them to project their needs farther in advance; and to allow more time for division leadership to perform Program Review evaluation, provide feedback, and prioritize budget requests in accord with the new set of metrics established this year (see below). This new cycle will begin in the spring of 2014, with the online Program Review system opening on the first Monday of March and closing on the last Friday of May. (Fall 2013 program reviews were carried out under the previously established schedule.) This recommendation was discussed in the College Council meeting on November 21, 2013 and approved by the College Council on December 19, 2013 (6.10).
- Discussion that the Vice President of each College division will compile the planning objectives and budget requests coming out of his or her division's units into a report to PROC that summarizes the major themes of these plans and requests. PROC will then synthesize the information from the Vice Presidents' reports into an institution-level report to the College Council. PROC plans to formalize this recommendation and present it as an action item to the College Council in spring 2014 (6.11).
- Discussion and prioritization of Program Review participant feedback regarding data enhancements, training needs, and improvements in the process (6.12).
- Revision of the Program Review structure and of the assignment of units to each College division (6.13).
- Revision of the Program Review Handbook (6.14).

Maintaining Institutional Effectiveness and Quality

The Program Review system is set up so that the following are included among the areas on which each program must report annually:

- Its responses to the recommendations it received in the validation of prior program reviews;
- The status of the objectives and improvement plans and activities it formulated in prior years, including evaluation of the results/outcomes of these undertakings;
- Evaluation of student data, including data regarding student achievement in the program;
- Changes designed to improve student learning (implemented based on outcomes assessments conducted in the prior year); and
- Improvements in student learning as a result of the changes made.

These requirements enable the College to monitor the implementation of program action plans, evaluate contributions made toward meeting the College strategic goals, and evaluate institutional progress in improving student learning and achievement. This process is an important way in which the college maintains institutional effectiveness and quality (6.15).

Planning and Resource Allocation

Once the Program Reviews are completed, they are forwarded to their respective administrative divisions: President's Office, Academic Affairs, Administrative Services, and Student Services. The President and the respective Vice Presidents, in coordination and consultation with appropriate faculty and staff, review the action plans and resource requests, and rank the requests

according to the budget priorities rubric and the new set of metrics described below. The resource requests that receive the highest ranking are given the highest priority. The prioritized requests are forwarded to the BPC for discussion and final prioritization. After deliberations, the BPC sends its final prioritized list of resource requests to College Council as an action item, which is then forwarded to the College President for approval (6.16).

This year, the BPC developed a crucial new set of metrics that relies in part on student learning outcomes (SLOs)/service area outcomes (SAOs) and performance standards, and recommended that they be added to the prioritization process. After discussion by the College Council and further refinement by the BPC, the College Council and President approved the new metrics, which were implemented in Spring 2014 for the 2014-15 and subsequent budget years. The end product is an enhanced resource allocation prioritization process that has been fully vetted through the College's established shared governance process (6.17).

In the enhanced prioritization process, the new metrics comprise six questions, which each division must answer about each of its resource requests:

1. Is this position or equipment new, or is it a replacement?
2. Is this position or equipment needed to satisfy a mandate, safety or accreditation requirement, or a workload distribution (position only)?
3. What are the on-going costs associated with this position or equipment?
4. How does this request meet college strategic goals and program/unit objectives?
5. How will this request meet SLOS and/or SAOs in your program or unit?
6. How will this request assist the college to meet its student achievement benchmarks?

The answers to these questions illuminate the broader institutional implications of each resource request beyond the immediate needs of the program. The final three questions are particularly important in using metrics and performance standards to gauge planning and resource allocation effectiveness. They require each division to explain the extent to which every resource request contributes toward meeting college strategic goals and program objectives and, more importantly, student learning and student achievement (6.18)

In subsequent years, each division that received a resource based upon its answers to questions 4, 5 and 6 in the prior budget prioritization cycle will be required to illustrate (1) the effects the resource had on improving or maintaining the achievement of the respective SLOs or SAOs, (2) how the resource contributed to the related student achievement benchmarks, and (3) what effects the resource had on the pursuit of the College's Strategic Master Plan goals and/or program objectives. In turn, the BPC will send a summary of the resources' effects and provide conclusions about the effectiveness of the resource allocation process in improving student learning and achievement and advancing the College's goals and objectives to College Council. Any College Council recommendations to change the allocation process will be forwarded to the College President for action.

Furthermore, the overall effectiveness of improvements in student learning arising from planning and resource allocation decisions will be monitored through the Program Review process and through an annual report called the Mission Learning Report (MLR). The SLO Coordinators and the Dean of Institutional Effectiveness have initiated development of an online system to conduct

and report on roll-up assessments of both program learning outcomes (PLOs) and institutional learning outcomes (ILOs) based on student performance on course SLOs, with full implementation of this system scheduled for the end of March 2014. The results of these roll-up summary assessments are planned to be incorporated into each discipline’s program review starting in spring 2015, so that they will be able to evaluate their performance on their PLOs, and on the contribution of their discipline’s courses to each ILO in relation to the benchmarks that have been established for those outcomes. Based on these evaluations, programs will be able to determine improvement strategies that have been effective, and will also be able to create planning objectives and resource requests through the Program Review system to address areas found as needing improvement. The PLO and ILO roll-up assessment results will also be included in the MLR, which will be reviewed annually by the College’s shared governance and other committees, and these committees will consider the information in the MLR as they make updates to their plans and processes for the coming year. (Please see the “Program and Institutional Learning Outcomes” and the “Mission Learning Report” sections of Recommendation 2 for a more detailed discussion of these processes and the MLR.)

The institution-set student achievement benchmarks referred to in Question 6 were developed by the Council of Instruction, discussed and reviewed by the Educational Planning Committee, and approved by the Academic Senate, College Council, and the President. (Please also see the Recommendation 2 sections on the consideration of these institution-set student achievement benchmarks in Program Review, the Strategic Master Plan, and the MLR.) Those benchmarks, which are reported annually to the ACCJC, are as follows (6.19):

Student Achievement Outcome	Approved Benchmark (Standard)
Successful Course Completion Rate	64%
Course Retention Rate	85%
Persistence Rate	48%
Student Degree Completion	450 degrees
Student Certificate Completion	214 certificates
Student Transfer to 4-year Colleges/Universities	205 transfers

The timeline followed by the BPC, PROC, and the College Council ensures that appropriate planning and evaluation occur prior to resource allocations. The timeline allows for setting budget priorities, planning a year in advance, implementing Program Review action plans, conducting an evaluation of the previous year’s plans and allocations, and modifying processes, plans, and allocations as necessary.

Next Steps

Beginning in February 2014, the Budget and Planning Committee, using the budget priorities rubric and the new set of metrics adopted by the College, is scheduled to review the FY 2014-15 resource allocation requests that originated in the fall 2013 program reviews. The effectiveness of these resource allocation decisions in improving student learning will then be assessed the following year by each division, as described above. In addition, the Program Review process will continue to be enhanced so that programs can evaluate PLO and ILO summary data to

determine program effectiveness and to make improvement plans and resource requests that will advance student learning at the College.

While the College has made substantial progress in tying the over-base resource prioritization process to achieving student learning improvements, the College leadership has begun conversations as to how to further assess the effectiveness of that process. To that effect, the College has developed concrete next steps in order to establish a closer relationship between learning outcomes, planning, and resource allocations for the following fiscal year. The LOAC and PROC have scheduled three spring 2014 joint meetings. The College Council has charged these two Committees with the task of developing recommendations for the creation of a structure and process that will more strongly correlate SLO assessments and improvements in student learning to institutional planning and resource allocation. The recommendations from these joint meetings will go to EPC, College Council, and the President and they (or a variation thereof) will be implemented in the spring of 2015.

One strategy that has already been identified by PROC is to use the Program Review process to tie program improvement objectives not only to one or more of the College's strategic goals, but also to SLO/SAO assessment results. As a way to do this, when an objective is created in the Program Review system, there could be a checkbox that, if checked by the respondent, means that the improvement objective is tied to improving SLOs/PLOs/SAOs in that program. Thus, requests for which this box is checked would get more weight in resource allocation decisions. Each year, the PROC will examine the amount of overall institutional improvement in SLOs, PLOs, and ILOs, as well as student achievement outcomes (i.e., completion, retention, and transfer rates) in order to confirm that the College's planning and resource allocation decisions have been reasonably effective in improving student learning, and, if applicable, make recommendations for improving the College's planning processes and/or resource allocation model to College Council.

Conclusion

With the improvements made to the Program Review process, including oversight of the process by the PROC, and the development and implementation of the new set of metrics by the BPC, which relies in part on student performance standards to better monitor the effectiveness of planning and resource allocation decisions in achieving improvements in student learning, the College has partially resolved the Recommendation and is well-underway to fully resolving it by spring 2015.

List of Evidence

- 6.1 2013-18 LAMC Strategic Master Plan
- 6.2 PR Sample
- 6.3 Annual Program Review Cycle
- 6.4 PR Template or pdf of sample completed high-quality PR
- 6.5 PROC approval from College Council and PROC charter
- 6.6 PROC Charter
- 6.7 PROC Minutes – XX/XX/2013

- 6.8 PROC Minutes – XX/XX/2013
- 6.9 Revised Program Review Handbook
- 6.10 Evidence Citations
- 6.11 PROC Minutes – 2 to 3 Sets
- 6.12 PROC Minutes and Handouts
- 6.13 PROC Minutes and Assignment Chart
- 6.14 PROC Minutes and Refer to Handbook
- 6.15 Pdf samples of Fall 13 Program Review
- 6.16 Ranking Rubric and Metric Worksheet
- 6.17 Matrix and Evaluation Questions, Supporting Minutes and Agendas
- 6.18 Copy of the Form; Sample set of answers to the six questions
- 6.19 Evidence citations

College Recommendation 7

To meet the Standards, the team recommends the college undertake an overall assessment of its student support service offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and state requirements. The assessment should also determine the level of staffing needed to deliver an acceptable level of services based on its budgeted student enrollment, and develop the resources needed to employ the staff required to deliver the planned services. (II.B.1, ER 14)

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.

ER14. 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.

Progress in Addressing the Recommendation

The College uses the Program Review process to assess the services delivered by the Division of Student Services. This process includes setting priorities on the allocation of requested resources in accordance with procedures developed by the Budget and Planning Committee and approved by the College Council and the President (7.1).

Between fiscal years 2008 and 2012, categorical budgets in Student Services were significantly reduced. LACCD Colleges experienced significant cuts, ranging from 30 to 45 percent in State categorical programs as well as a significant reduction in the general fund (7.2). These cuts reduced services in the Counseling Department, Extended Opportunity Program and Services/Cooperative Agencies Resources for Education (EOPS/CARE), Disabled Student Program and Services (DSPS), Matriculation, Admissions and Records, Tutorial Services and in overall service hours.

Currently, the College has 4.5 full-time general counselors (six full-time general counselors with 1.5 FTEF release time for other necessary functions) to advise approximately 9,400 students. Adjunct faculty, as well as classified substitute relief, that work in student services was reduced to meet the reduction in funding targets specified by the State and the District. Fall 2012-13 adjunct instructional faculty was reduced by 23.9% from fall 2008-09. In the same time period counseling faculty was reduced by 96.7%. Classified substitute relief was reduced by 72.4%.

The College recognizes the need to assess the support services offered, particularly given the impact of these reductions. In summer 2013, the President of the College directed the Vice President of Student Services to coordinate an evidence-based review and assessment of the level of service, supervision, and staffing of all units of Student Services, including student support services that report to Academic Affairs (CalWORKS and Tutorial Services) (7.3).

Assessment of Student Support Services

Throughout the fall 2013 and spring 2014 terms, LAMC is conducting the following research pertaining to Student Services:

1. Staff Comparison Study
2. Comprehensive Faculty/Staff Survey
3. Comprehensive Student Survey
4. Point of Service Surveys
5. Focus Groups of Students and of Student Services Staff (February 26-27, 2014).
6. Federal and State Requirements Analysis

Based on the findings from these research activities, which are detailed below, the College is developing an action plan to improve student services and allocate the necessary resources to meet the diverse needs of its students. The focus groups are that last piece of data that will formulate the Student Support Services Action Plan. The action plan will cover a two year period for Fiscal Years 14-15 and 15-16.

1. Staff Comparison Study

LAMC conducted an analysis of staffing levels in student service areas at two similar-sized colleges (West Los Angeles College and Los Angeles Harbor College) to determine how staffing levels at LAMC compared (see Figure 1).

Figure 1: Headcount, FTES and Total Budget at LAMC, West LA College and LA Harbor College

College	Headcount		FTES		Total Budget FY 12-13
	Fall 2012	Spring 2013	Fall 2012	Spring 2013	
LAMC	10,194	9,699	3,031	2,855	\$26,965,097
Harbor	9,448	9,490	3,283	3,222	\$29,564,584
West	9,954	9,614	3,176	3,046	\$32,186,888

The Staff Comparison Study found that six out of 14 student support services units at LAMC had less staff, and in some cases significantly less staff, than the comparable colleges (Los Angeles Harbor College and West Los Angeles College). The following units had the largest discrepancies in Full Time Equivalent (FTE) staffing levels:

- Assessment and Matriculation— two less staff than Harbor and two less staff than West
- International Students— one less staff than Harbor and .5 less than West
- Counseling— two less staff than Harbor and nine less staff than West
- Athletics— eight less staff than Harbor and seven less staff than West
- Admissions and Records— three less staff than Harbor and five less staff than West
- DSPS—1.5 less staff than Harbor and 2.5 less staff than West
- Student Services-- .5 less than Harbor and 1.5 less than West
- Financial Aid— one less staff than Harbor and West

Based on the analysis of this data, LAMC appears to have comparable staffing deficiencies in Admissions and Records, Assessment and Matriculation, Athletics, DSPS, Financial Aid, Student Services, Counseling, and International Students (7.4). These data further indicate the College need to add staff and review the funding resources in specific departments to ensure adequate staffing to adequately meet student needs.

2. Comprehensive Faculty/Staff Survey

A comprehensive faculty/staff survey was administered to all LAMC faculty and staff during the fall 2013 term (7.5). One hundred thirty three responses were received from all employee groups, including full-time faculty, adjunct faculty, classified staff, administrators and unclassified staff.

The survey section on student support services revealed that faculty most frequently refers students to the following services: Tutoring, Learning Resource Center, Library, and Counseling.

About six in ten faculty and staff (59 percent) agreed or strongly agreed that *The College provides sufficient student support services to meet student educational needs*. In order to determine which areas do not meet student needs, the College's Office of Institutional Effectiveness conducted a content analysis of the open-ended responses to the relevant survey questions (7.6). This analysis found that faculty and staff felt improvements were needed in the following areas:

- Additional staff and resources for student services areas, particularly in tutoring, counseling and support for underprepared students;
- Extended hours of operation to include evening and weekend hours;
- Establishment of a coordinated program to serve underprepared students at LAMC more effectively.

Faculty also believed that many students lacked guidance and needed mentoring in financial resources, academic planning and career planning. This observed need is likely related to the high proportion of first-generation college students at LAMC, and underscores the importance of student services, particularly counseling and tutoring.

3. Comprehensive Student Survey

A comprehensive, college-wide student survey was conducted during the fall 2013 term, with 954 students responding (approximately 10 percent of the student body), representing the diverse student body (7.7).

- 71% of the respondents were continuing students, 17% new and 12% returning
- 31% of the respondents had been at Mission three to four semesters, 20% five to six and 13% seven semesters or more
- 75% identified themselves as LAMC students; 12% were from another community college and 12% from a four-year institution
- 43% were 25 and older, 57% were under 25
- 67% were female and 33% were male
- 73% identified themselves as Hispanic or Latino, 4% Black or African American, 17% white, and 7% Asian or Asian American

- 93% indicated their preferred language was English
- 33% had children under 18 living with them
- 34% had parents who did not complete high school, 29% had parents who had a high school diploma or GED and 12% had parents with some college, and 20% had parents with an AA degree or higher.
- 49% stated they worked off campus
- 15% worked 40 hours per week or more and 26% between 20 and 39 hours per week
- 22% had not applied for federal financial aid. 56% had applied and indicated that they were eligible for financial aid, 15% had applied and reported that they were not eligible, and 8% had applied but did not know whether they were eligible. When non-applicants were asked why they did not apply for financial aid, 33% chose "I did not think I would be eligible."

The survey found that 85 percent of respondents agreed or strongly agreed that they were able to find services they need on campus; 82 percent were able to find the services on line. Eighty three percent (83%) agreed or strongly agreed that "overall LAMC provides sufficient support services to meet my educational needs"; and 80 percent indicated that they felt LAMC was effective or very effective at providing them with the support they need to succeed.

Distance education students (respondents who reported they were enrolled only in online courses during fall 2013) were slightly more satisfied with student support services than students who were taking classes on campus; 85% felt that LAMC provides sufficient support services and 83% felt that LAMC was effective at providing them with support they need to succeed. Ninety percent (90%) of online student respondents reported being able to find services they need online. Ninety percent (90%) also felt that the LAMC website was easy to navigate.

In order to determine which areas students felt do not meet their needs, the Office of Institutional Effectiveness conducted a content analysis of the comments in open-ended questions relating to student satisfaction (7.8). The main areas for improvement identified by students were:

- Enhancing services for evening and weekend students;
- Improving communication between the college and the student body;
- Refining professional behavior within Student Services, including Admissions and Records, Financial Aid, and Counseling;
- Expanding on-campus computing centers, including on the East Campus;
- Improving the College website for relevance and ease

Based on the Faculty/Staff Survey and the Student Survey, many comments were consistent, including the inability to get appointments in counseling and tutoring, the lack of availability of classes, long wait times in Counseling and Financial Aid and the need for extended evening and weekend hours. While online students reported higher overall satisfaction with counseling and admission and records, they also reported experiencing difficulty getting appointments with counseling staff, especially outside normal working hours. Understaffing in the Counseling Department was mentioned in both students and faculty/staff surveys. Twenty percent of student respondents who had used the Counseling Office reported being dissatisfied or very dissatisfied with the services they received. The most frequently cited reasons for their dissatisfaction were

wait times (17 percent), hours of operation (14 percent), and the clarity and amount of information provided (12 percent).

4. Point of Service Surveys

The findings from the comprehensive student survey were further investigated using point of service surveys. These surveys were administered to students who had visited specific student support services units during the final two weeks of the fall 2013 term (7.9). The surveys were given to students upon completion of the service to assess the level of satisfaction with the services they had received. A total of 674 responses were received in 20 student support services units. The number of respondents per unit ranged from 5 to 137, with an average of 34 respondents per unit. The surveys found that:

- The most common reasons for the students' visits were to get basic information (25 percent) or guidance or advice (18 percent);
- The vast majority of respondents (97 percent) were satisfied or very satisfied with the service received that day;
- Three-quarters of respondents (75 percent) reported that they had received all the information they needed that day. However, responses indicated that the following units need to ensure that the information they give students is more comprehensive so that students receive all the information they need: Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.
- In order to assure that students be given comprehensive information student services plans to expand on the information given during orientation and post FAQs on their website.

5. Student and Student Services Staff Focus Groups

LAMC is partnering with California State University, Northridge (CSUN) to conduct focus groups with students and student services support staff. Through the efforts of Dr. William Watkins, CSUN Vice President of Student Affairs, a research team is conducting staff and student focus groups at LAMC during the week of February 26, 2014. The team is meeting with administrators and staff from admission and records, assessment, counseling, Disabled Student Services, EOPS/CARE, ASO, Athletics, Financial Aid, International students, transfer center and veterans services. The purpose of the focus groups are to determine the level of services LAMC provides, the number of staff allocated to each department, their workload, and gaps in services on the campus and with online student support services. The team is also meeting with on campus and online students to assess the level of student satisfaction (7.10). The CSUN team is scheduled to complete its report on the results of these focus groups by the end of March 2014.

6. Federal and State Requirements Analysis

The Division of Student Services conducted an assessment to determine whether all departments were meeting all applicable Federal and State laws and requirements. An analysis of federal and state requirements for financial aid, EOPS/CARE, DSPS, and other student services programs was conducted. This analysis found that without exception, all applicable Federal and State mandates are currently being met. Based on this assessment, the Division of Student Services disseminated a Federal and State Student Support Services Requirements Matrix to distribute college-wide (7.11).

SB 1456: Student Success Support Program (3SP)

One of the new State requirements will be the implementation of SB 1456, the Student Success Support Program (3SP) in AY 14-15. 3SP provides categorical performance based funding to insure that incoming students obtain assessment, orientation, abbreviated education plans and comprehensive education plans. Beginning AY 14-15, 10% of new students must have an orientation, be assessed, obtain an abbreviated education plan. Thirty five percent (35%) must have a comprehensive education plan by the end of AY 14-15. Funding will be allocated if the colleges meet their targets. The following Academic Years the percentages of new students will increase until eventually 100% of all new students are assessed, oriented, and have Student Education Plans (SEPs).

These new state requirements have allocated needed resources to the College. For FY 14-15 the college will receive \$924,000 to implement 3SP. The state allocation will be integrated in the Student Support Services Action Plan that increases staffing resources to meet the diverse needs of our students.

Preliminary conclusions based on all the data analyzed to date from the research activities described above include the following:

- Counseling services for both on-campus and online students require enhancement through additional staffing and additional hours of service.
- The delivery of accurate, clear, and comprehensive information to students must be improved, particularly in Admissions and Records, Athletics, the Bookstore, the Business Office and Counseling.
- Training in customer service and professionalism is required in all departments, including in particular Admissions, Financial Aid, and Counseling.

Next Steps

Based on the findings of all the research activities detailed above, the Vice President of Student Services, in consultation with the SSSC, convened a Student Services' retreat on January 23, 2014. The purpose was review the assessment of student services, increase customer service delivery, and to develop a plan of action, including an augmentation of staffing and other resources. The augmentation will bring student support services at LAMC to the level required to meet the needs of the College's student population. This plan will target improvements during a two year period that includes AY 14-15 and 15-16 (7.12).

Implementation of the plan will commence in spring 2014, and the target date for initial enhancements of service offerings is fall 2014.

Conclusion

The College has partially resolved and expects full resolution by Spring 2015 through implementation of the Student Services Plan.

The College undertook an overall assessment of its student support service offerings and determined the full scope of services it needs to meet the diverse needs of its students and to meet federal and state requirements. The level of staffing necessary to meet the needs of students was determined and the resources needed to employ staff that are required to deliver these services have been identified in the Student Services Action Plan of 14-15 and 15-16.

The College has met eligibility requirement 14 that calls for providing appropriate student services that support student learning within the context of its institutional mission. With the comprehensive assessment of student services, the implementation of its action plan, and the establishment of SB 1456 assures the college that it has met Eligibility Requirement 14 and is adequately addressing this recommendation.

List of Evidence

- 7.1. Budget and Planning Resource Allocation Process
- 7.2. Unrestricted general fund—Trend Analysis of Hourly Expenditures
- 7.3. Memorandum to the Vice President of Student Services
- 7.4. Staff Composition, Comparable Colleges: LAMC, LAHC and WLAC

- 7.5. Faculty/Staff Survey
- 7.6. Faculty/Staff Survey Content Analysis

- 7.7. Student Survey
- 7.8. Student Survey Content Analysis Report
- 7.9. Point of Service Survey
- 7.10. Focus Group Questions
- 7.11. Federal and State Support Services Requirements Matrix
- 7.12. Student Services Action Plan

College Recommendation 8

To meet the Standards, the team recommends the college develop and make available to visiting teams a report of student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. The report should cover a five year period and be updated annually.

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.

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.

ER20. Public Information: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning ...major policies affecting students, such as Grievance and Complaint Procedures...

Progress in Addressing the Recommendation

The College has developed a formal log containing student complaints/grievances that details the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. A report of student complaints/grievances covering the five-year period from spring 2009 through spring 2014 is available for visiting teams to review and will be updated annually. In addition, the student complaint/grievance website now includes an online form for submission of student complaints (8.1).

Prior to the Accreditation Team visit in March of 2013, the College resolved student complaints and grievances informally. There was no structured system in place to keep records. Student complaints that pertained to grade appeals or other minor faculty/student conflicts were handled by the campus ombudsperson while all other complaints were handled by the Office of the Vice President of Student Services, following Administrative Regulation E-55 (8.2).

In the fall of 2013, the Dean of Student Services established a Student Complaint/Grievance Task Force, comprised of the Dean of Student Services, Student Services Administrative Secretary, Financial Aid Director, Information Technology Supervisor, and Web Architect, to formalize the process for student complaints/grievances (8.3). The Task Force presented documentation of the process to the Accreditation Steering Committee (ASC), from which it received critical feedback that was included in the final development of the process (8.4).

The Task Force also developed a new electronic student complaint/grievance form (8.5). The web-based form follows the template of the original paper form, which continues to be available for students to submit written complaints and grievances to the appropriate division (8.6).

A log was created to track the submissions received, which includes the following information (8.7):

- Name of the individual filing the complaint/grievance;
- Student identification number;
- Nature of the complaint/grievance;
- Date of each complaint/grievance;
- Date of the disposition of the complaint/grievance;
- Final outcome.

Since a log was not kept prior to the fall 2013 term, the Office of Student Services reviewed the paper and electronic files from the past four years, created a log and compiled the data into a report (8.8). Beginning in fall 2013, all complaints /grievances have been entered into the log for tracking and monitoring.

During the Fall 2013 term, student complaints/grievances were handled by the Dean of Student Services and logged by the Administrative Secretary in the Office of the Vice President of Student Services. According to the new student complaint/grievance process, each of the campus divisions (Student Services, Academic Affairs, Administrative Services, the President's Office, and Instructional Television) will handle the complaints/grievances in their area. The respective area's secretary will log all incoming complaints/grievances and forward them to the appropriate administrator.

The student complaint/grievance website has also been updated to include information on the new complaint/grievance process and a link to the web-based form. The revised process will also be included in the 2014-15 LAMC Catalog.

Upon submission of a complaint/grievance, the following process will commence in spring 2014 (8.9):

1. For paper forms, the student will submit the form to the Office of the Vice President of Student Services; for web-based forms, the student will receive an e-mail confirming receipt of the submission
2. Paper forms will be forwarded to the appropriate division/area and entered into the electronic system. Electronically received complaints will be submitted to a shared e-mail box that will be checked regularly by each area administrative secretary.
3. Each division secretary will enter the submission information into the log and investigations will commence within five business days of receipt.
4. Appropriate personnel in each divisions/area (Student Services, Academic Affairs, Administrative Services, the President's Office, and Instructional Television) will review, investigate, and work to resolve the issue as promptly as possible.
5. If there is no resolution to the complaint/grievance by the division/area personnel, then the Vice-President or lead administrator will make a final decision towards resolution.
6. The progress of the complaint will be logged throughout this process by the respective division/area secretary. Annually, at the end of the spring semester, each division/area administrator will review his/her area complaint log and compile a summary report, which will include an assessment of the complaints received, an evaluation of themes

(e.g. customer service related complaints, phone related complaints, faculty conflicts, etc.), ongoing challenges, and a plan of action to address or make improvements for the following academic year, if necessary.

7. All reports will be presented to the appropriate Shared Governance Committee and College Council for a comprehensive review and recommendations for improvement.

Additionally, the Task Force created an instructional video presentation for office personnel in each division/area to train them on how to maintain and monitor the log for the new Student Complaint/Grievance process (8.10). At the start of the spring 2014 term, all faculty and staff received an email with a link to the video presentation.

Next Steps

- The Task Force, in collaboration with the Student Services Office and other divisions/areas, will evaluate the new complaint/grievance process at the end of the spring 2014 semester and suggest recommendations for improvement.
- The Task Force, in collaboration with Professional and Staff Development, will train faculty and staff on the updated student complaint/grievance process during the spring 2014 semester. This video and other instructional information will also serve as a training tool for staff and secretaries working in divisional offices.
- The revised process will be included in the 2014-15 LAMC Catalog.

Conclusion

The College will have fully resolved this recommendation by the end of the spring 2014 semester.

During the fall 2013 semester, the College developed a formal process and log for tracking and monitoring student complaints/grievances. The log includes the date of the complaint/grievance, the name of the individual filing the complaint/grievance, the nature of the complaint/grievance, the disposition of the complaint/grievance, and the date of the disposition. Effective immediately, the log will be maintained to include all student complaints/grievances and will be reviewed annually for improvements to better serve our students (II.B.4).

Since a log was not kept prior to the fall 2013 term, the Office of Student Services reviewed files from the past four years and compiled all of the data into a report covering the five-year period from spring 2009 through spring 2014.

A web-based form was posted for use beginning in the spring 2014 term to help track and monitor student complaints/grievances (II.B.3.a).

An instructional video presentation was created to train faculty and staff on the steps students should follow when submitting complaints/grievances, and the 2014-2015 Catalog is being updated to include the revised complaint/grievance process (ER 20).

List of Evidence

- 8.1. Student Complaint/Grievance Website
- 8.2. LACCD Administrative Regulation E-55
- 8.3. Task Force Committee Agenda and Minutes
- 8.4. Accreditation Steering Committee Meeting Minutes
- 8.5. Student Complaint/Grievance Online Form
- 8.6. Student Complaint/Grievance Paper Form
- 8.7. Student Complaint/Grievance Log
- 8.8. Student Complaint/Grievance Report, 2009-2014
- 8.9. Student Complaint/Grievance Process
- 8.10. Student Complaint/Grievance Instructional Video

College Recommendation 9

To meet the Standards, the team recommends the college ensure that all student support programs, including counseling for distance education students, are actively engaged in the program review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the student services programs and services should complete a full cycle of review and assessment which includes gathering of data, analysis of data, implementation of program changes for improvement and the re-evaluation of implemented improvements. (II.B.3, II.B.3.c, and II.B.4)

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.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.

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.

Progress in Addressing Recommendation

Since 2008, Student Services has been actively involved in Program Review and the creation and implementation of Service Area Outcomes (SAOs). All student service areas participated in Program Review in fall 2013 and one third of the student services programs will undergo comprehensive program reviews in the spring of 2014. The Program Review process provides the opportunity for Student Service areas to evaluate their respective programs, assess the services provided to students’ and request over-base resource funding. Part of the Program Review submission requires assessment of Service Area Outcomes (SAOs) to determine whether appropriate and effective services are available to the student population and whether they support institutional learning outcomes.

Service Area Outcomes

SAOs are the metrics to assess whether student services’ programs and units are meeting college strategic goals and positively contributing to student learning. Below is a sample of the analysis that is provided by the annual program review. As indicated below, Student Service areas have completed a full cycle of Program Review by analyzing appropriate data, assessing SAO’s and implementing program/area changes based on these assessments. (9.1).

Department, Program or Unit	SAO	Assessment Method	Results of Analysis and Suggestions for Improvement
Disabled Student	After attending the DSP&S intake	A questionnaire will be	Results indicated that 89% felt the information was

Program and Services (DSPS)	orientation session, students will be able to demonstrate a knowledge of DSP&S policies and procedures	administered to measure students' understanding of policies and procedures.	helpful. One area for improvement is that DSP&S staff knowledge since only 18% of the students disagreed that staff were knowledgeable
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Program Review provides a summary of the SAOs that have been assessed to evaluate whether the SAOs support Institutional Learning Outcomes (ILOs). The ILOS for LAMC are:

- Written and Oral Communication
- Information Competency
- Problem Solving
- Mathematics Competency (Quantitative Reasoning)
- Aesthetic Responsiveness
- Ethics and Values Applied to Decision Making
- Global Awareness

The topics covered by the Student Service area 79 SAOs are broken down as follows (some SAOs addressed more than one topic):

- 70 addressed College ILO Core Competencies;
- 46 Information Competency;
- 12 Problem Solving;
- 9 Written and Oral Communication;
- 2 Mathematics;
- 1 Ethics.

Among all of the SAOs, 97 percent had identified assessment methods, 94 percent had plans for action, 78 percent had results for improvements, and 49 percent had undergone a re-evaluation of the improvement plans of action.

Student Service areas, along with all campus units are required to submit an annual learning outcomes report to the SLO Coordinator summarizing the number of outcomes assessed, results of the outcomes and plans for improvement. (9.2).

All program reviews undergo a standardized process established by PROC. PROC is the Program Review Oversight Committee that monitors and reviews the program review process and ensures that all validation processes of each division are standard and consistent (9.3).

All managers of student services attended the campus wide program review training provided by PROC this past October 2013 (9.3a). The training provided an introduction and explanation of the updated template for program review. A new screen was added to the template requesting information from each unit regarding how the identified SLO's/SAO's contribute to student learning. The response to this question is critical as it indicates and documents how a unit

specifically makes contributions toward student learning. Program review also includes an opportunity for unit managers to request resources in meeting objectives for program growth and/or improvement. These requests are funneled through the resource allocation process where they are first prioritized by the respective division and then sent to the Budget and Planning Committee for final prioritization. Using a scoring rubric, the Budget and Planning Committee base their prioritization for over base resource allocation on how the resource request aligns with the colleges mission and strategic goals (9.3b)

Comprehensive Program Review and Validation Process

PROC recommended and the college approved the fall to spring change of the program review cycle in the Fall 2013(9.3c). All units on campus completed program reviews in the fall 2013 semester and will transition to the new spring cycle beginning March 2014. To accommodate this transition, One third of the Student Support Service programs are scheduled for comprehensive reviews in March 2014. Each spring thereafter, comprehensive reviews of another third of the programs will be completed so that all student services programs and units will undergo comprehensive reviews in Academic Years 14-15, 15-16, and 16-17. The SSS Committee has scheduled the following units for the first round of comprehensive program reviews under the new cycle in spring 2014: Admissions and Records, Counseling, Financial Aid, Matriculation, and Office of Student Services. At the end of the spring 2014 semester, the SSSC will determine the second and third of the programs that will go through the validation process (9.3d).

In addition to the Program Review cycle change, PROC standardized the method of Program Review validation among all college divisions. In response to this standardization, The SSS Committee created an updated rubric and questionnaire as part of the evaluation tools used in Comprehensive Program Review validation. (9.4). The SSS Committee will also use a newly developed validation template to assist the units undergoing comprehensive Program Review validations in their oral presentations and program review summaries which are part of the validation process (9.5). Each program review validation includes commendations and recommendations for improvement from the SSS Committee. These recommendations for improvement will be addressed by the unit and will be evaluated and reported out in the following year's program review.

Distance Education (DE) Students and Counseling

As counseling has been scheduled for a comprehensive program review in spring 2014, 2013 student survey results will be made available as it relates to counseling services. Part of the student survey results revealed that DE students were slightly more satisfied with student support services than students who were taking classes on campus;

- 85% felt that LAMC provides sufficient support services
- 83% felt that LAMC was effective at providing them with support they need to succeed.
- 90% of online student respondents reported being able to find services they need online.
- 90% also felt that the LAMC website was easy to navigate.

The Office of Institutional Effectiveness conducted a content analysis of the comments in open-ended questions relating to student satisfaction from on campus and online student respondents. The main areas for improvement identified by students were:

- Enhancing services for evening and weekend students;
- Better communication between the college and the student body;
- Enhancing professional behavior of staff in several offices, including Admissions, Financial Aid, and Counseling;
- Better on-campus computing centers, including on the East Campus;
- Making the College website more user-friendly and keeping it up-to-date.

This data pertaining to DE students will be incorporated in the analysis and evaluation of service outcomes in the Comprehensive Program Review for Counseling. It is expected that the evaluation of the data of the services provided to DE students will result in objectives designed to improve these services.

Division Service Area Outcome (DSAO) and SAOs

To establish a unified approach toward implementing improvements based on service area outcomes within the student services division, DSAO's (Division Student Area Outcomes) were developed. These DSAO's were developed at the SLO Summit in October 2013. (9.6). As several Student Service faculty and staff were in attendance, initial discussions took place among student service area leaders, regarding the integration and alignment of unit SAOs to the DSAO's which will ultimately contribute to the students' acquisition of the ILO's. Participating in the SLO Summit and the development of DSAO's has sparked many more discussions among the student service units which has led to a more focused and unified approach to SAO assessments. The Division Student Area Outcome that was developed is:

Students will be able to understand the processes and have the skills to access all of student services program services.

Each unit in student services developed one or more SAOs that addressed access to their services. The assessment of these SAOs will measure how well students are accessing student support services on campus, meeting the DSAO that supports ILO Core Competencies.

Next Steps

Student Services has made strides in meeting this recommendation. All units of student services are actively engaged in the program review cycle. The SSS Committee has developed an updated rubrics and questionnaire to complete the validation process and all units have identified and assessed their SAO's, recommended and implemented improvements and are now tasked with closing the cycle by re-evaluating those implemented plans for improvement.

To complete the program review cycle student services will:

- Administer the updated rubric and questionnaire in the spring 2014 program review validations

- Assess area SAO's and make recommendations for improvements that specifically contribute to institutional student learning outcomes by (date?)
- Re-evaluate the implemented improvements to close out the cycle (date??)

In addition, the SSS Committee, in collaboration with the DE Committee will provide Counseling more relevant DE information in program review data to better assess the services provided to the DE students at Mission College

Conclusion

The College has partially resolved this Recommendation. The College will re-evaluate implemented improvements based on the fall 2013 annual program review unit updates and the spring 2014 comprehensive review submissions and validation process.

The college will evaluate the implemented improvements in the fall of 2014 and report the results in the spring program review annual unit updates and comprehensive program reviews scheduled for spring 2015.

Changes to the implemented improvements and other actions to increase student learning outcomes will be made by the spring of 2015 for implementation in fall 2015.

List of Evidence

9. 1. Program Review Update Assessment of SAOs, Results, and Re-evaluation)
- 9.2. Division of Student Services' SAOs
- 9.3. PROC Handbook
- 9.3a PROC Program Review Training
- 9.3b B&P prioritization process
- 9.3c College Council minutes-November
- 9.3d Evidence-Student Services schedule of program reviews
- 9.4. Validation Rubric
- 9.5. Program Review Validation Template
- 9.6. SLO Summit Report

College Recommendation 10

To meet the Standards, the team recommends the college assess how effective the collegiality efforts have been in promoting a productive collegial workplace, how it subscribes to, advocates, and demonstrates integrity in the treatment of all employees, and then implement improvements based on the outcomes of the assessments. It also should complete the code of conduct approval process, and demonstrate that the college is upholding its code of conduct. (III.A.1.d, III.A.4.c).

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Progress in Addressing Recommendation

The College has assessed how effective its collegiality efforts have been in promoting a collegial workplace which subscribes to, advocates, and demonstrates integrity in the treatment of all employees. Based on the assessment, improvements have been implemented. The College Code of Conduct (10.1) was re-affirmed by the Academic Senate on November 7, 2013, and re-establishes the appropriate collegial conduct expected in all aspects of working within an academic institution (10.2).

In order to ensure that collegiality efforts are effective campus-wide, the College has implemented the following activities:

- **Establishment of a Collegiality Theme Team**
In the spring of 2013, the Accreditation Steering Committee established a Collegiality Theme Team to support and encourage campus constituent leadership to be responsible for promoting collegiality through various activities (10.3). The team, co-chaired by the Academic Senate President and the Vice-President of Student Services, met in the summer and fall of 2013 to discuss activities and strategies to enhance the collegial environment (10.4). A presentation (10.5) by the Collegiality Theme Team that defined collegiality and professionalism was presented to faculty and administration during the fall 2013 Flex Day (10.6) as well as at the College Council Retreat (10.7).
- **Department/Unit Mediation Activities**
The administration supported improvement of collegiality by funding four critical mediation interventions in the following departments/units: (1) Counseling, (2) Child Development, (3) Admission and Records and (4) Assessment Center. Each unit participated in mediation activities that allowed individuals to openly discuss issues and concerns that were seen as roadblocks to a positive and collegial working environment. Each unit was provided strategies to support long-term improvement (10.8).
- **Faculty and staff mediation training**
Five representatives from LAMC attended the Southern California Mediation Association Conference (10.9).
- **Re-affirmation of the College Code of Conduct**
The Academic Senate passed a resolution to reaffirm the College Code of Conduct originally established and approved by the College in 2007 (10.10). This step served as a reminder of

the existence of the College Code of Conduct, the expectation that all employees adhere to the tenets of the document, and as a further support for the Anti-Bullying Pledge that was established in December 2012 (10.11). In addition, College Council further supported the Academic Senate resolution by re-affirming the document and the need to adhere to the College Code of Conduct (10.12).

- **Accountability in Upholding the College Code of Conduct**
The Administration has taken corrective action, when necessary, to hold employees accountable to the tenets of the College Code of Conduct (10.13).
- **Faculty Focus Groups**
The Vice President of Academic Affairs facilitated spring and fall faculty focus group providing faculty the opportunity to interact with the Vice-President in an informal setting to strengthen relationships among disciplines. The first of these discussions addressed faculty perceptions of LAMC's strengths and areas in need of improvement, while the second focused on Student Learning Outcome (SLO) assessments and student learning styles (10.14).
- **Faculty Brown Bag Discussion Groups**
The Academic Senate re-instituted monthly Brown Bag discussions to provide opportunities for faculty to engage in informal interaction with each other to support a more collegial environment (10.15).
- **Faculty and Staff Recognition for Years of Service**
College unions, in collaboration with the Academic Senate, held faculty and staff recognition pinning ceremonies honoring years of service to the District (10.16).
- **Other Activities**
 - AFT Faculty Guild-sponsored monthly union leadership summit meetings, which included all 6 campus unions (10.17).
 - Magna Online Seminar on Collegiality from a Positive Leadership Perspective. (10.18).
 - Union workshops around collegiality to improve communication amongst diversity – communication, intercultural story telling (April 23, 2013), anti-bullying – creating a civil environment, etc. (10.19).
 - Support of faculty through the monitoring and observance of contract-specific issues

The College was able to assess the effectiveness of these collegiality efforts from the following:

1. Faculty and Staff Feedback

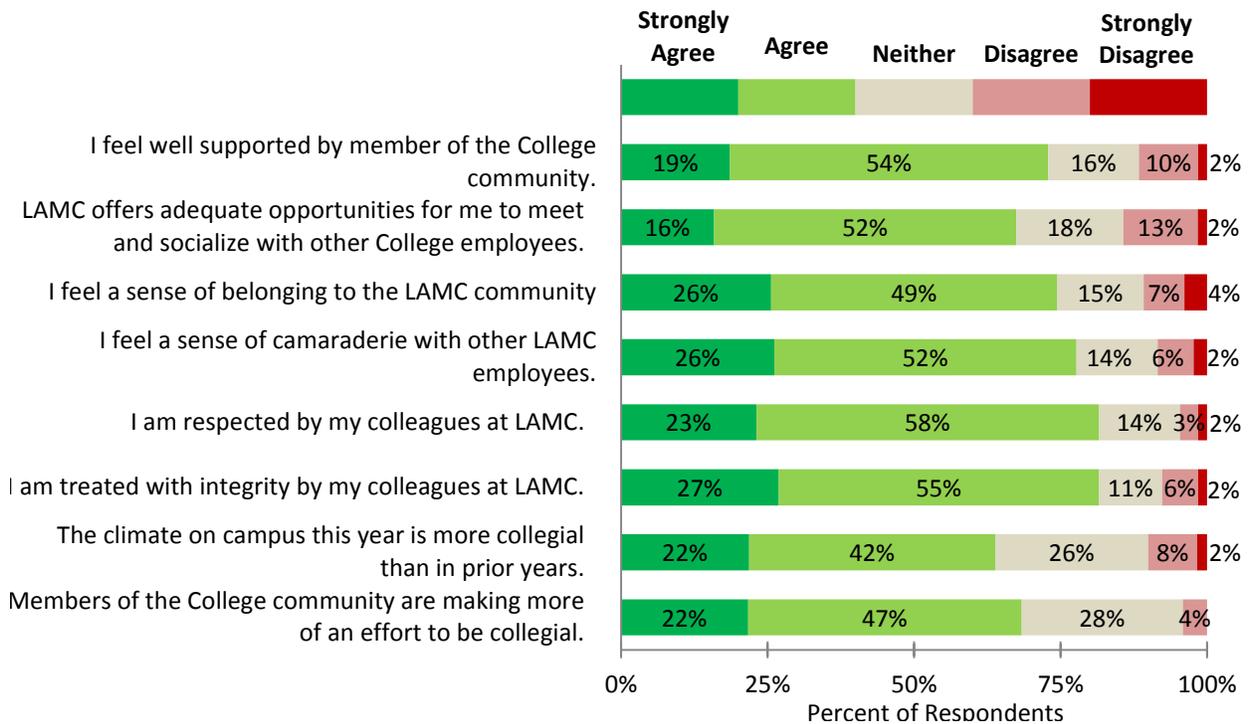
- **Department/Unit Mediation Feedback**
The College has assessed these specific mediation activities by requesting feedback from faculty and staff who participated. The feedback highlighted participants' views of the process and outcomes of the mediation. The results of the feedback indicated that participants have experienced improved working relationships, more effective communication, and an improved understanding of participants' roles and responsibilities (10.20).
- **Training of Faculty and Staff**
Feedback from participants who attended the Southern California Mediation Association Conference and/or the Magna Online Seminar on Collegiality from a Positive Perspective indicated that the experience motivated them to help develop additional initiatives to further promote collegiality efforts (10.21).

2. Campus-Wide Assessment of Collegiality Efforts

The Office of Institutional Effectiveness conducted a faculty/staff survey between November 26 and December 15, 2013, which included several questions on collegiality. On the whole, the majority of respondents (64 percent) reported that they felt the campus climate was more collegial during Fall 2013 than in the past (Figure 1). A slightly larger majority (68 percent) reported that they believed an effort was being made by the College community to be more collegial this year (10.22).

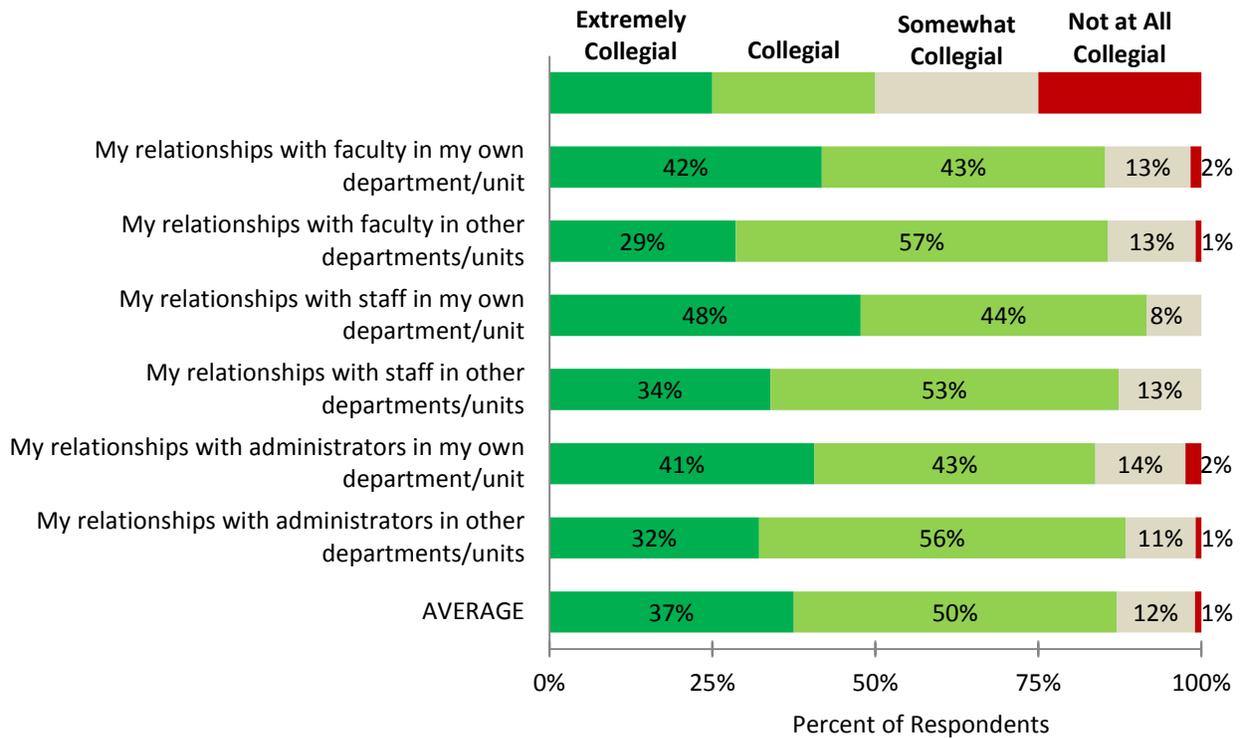
The results of the Faculty/ Staff Survey are summarized below.

Figure 1: Responses to Campus Climate & Collegiality Questions



When asked about their relationships with faculty, staff, and administrators in their own department/unit and in other departments/units, the vast majority of respondents (87 percent) reported "collegial" or "extremely collegial" relationships with all six groups, with staff being the most collegial group. No respondents reported "not at all collegial" relationships with staff in any department, their own or others (Figure 2).

Figure 2: Level of Collegiality at LAMC



In addition, the following representative feedback was given in the open-response section for comments relating to LAMC's campus climate and communication.

- "Overall, communication has improved with staff and other colleagues." - Adjunct Faculty;
- "The atmosphere (faculty) at LAMC is improving. The President is much more interactive - more present - with the faculty and staff than previous presidents." - Adjunct Faculty;
- "Faculty should seek out opportunities to learn from and support each other, rather than trying to find ways to embarrass and prove others wrong publicly." - Regular Faculty.
- The following comments from another section of the survey summarizes the overall opinion on campus climate: "I believe from my experience, especially during the last year, that the College climate has improved significantly. I also believe that the majority of my faculty colleagues, administrators, and staff care about the students and work diligently in their respective positions for students' success."

Next Steps

- Training for improved customer service by the Division of Student Services.
- Regular scheduling of campus-wide Town Hall meetings to enhance communication of campus news, updates, and activities in an effort to reinforce campus collegiality. The first Town Hall meeting is scheduled for March 18, 2014.
- The College is supporting mediation training for faculty and staff in the spring of 2014. Twenty faculty and staff will go through a 40-hour program conducted by the Federal Mediation and Conciliation Service (FMCS). FMCS is a national organization that

provides mediation, conciliation, and training services for governmental, educational, and other public agencies. As a result of the training, LAMC will have a core group of skilled individuals who will provide conflict resolution, conflict prevention, and informal mediation services for faculty, staff, students and community members. These individuals will undergo a rigorous screening and application process that the FMCS utilizes to select the most promising and committed individuals. The College mediation experts will have annual training updates and participate in college activities training other faculty, staff, and students on an annual basis.

- Regular Faculty/Staff surveys and ongoing evaluation and assessment of all activities will take place to continue to promote a collegial workplace.
- A report providing an outline and assessment by faculty, consultants, staff and others on LAMC's collegiality activities for AY 13-14 will be sent to the Collegiality Team for review, building on the report summarizing activities undertaken during AY 2012-2013.

Conclusion

The College has met this recommendation.

To date, the campus climate at Los Angeles Mission College has significantly improved as a result of the participation in the many activities and trainings that have been provided. With the establishment of the Collegiality Theme Team to encourage and support campus events, collegiality efforts have proven effective, as evidenced by the assessment and evaluation of those events and the responses in the faculty staff survey administered in fall of 2013.

- The re-affirmation of the College Code of Conduct, coupled with the Anti-Bullying Pledge, have demonstrated that LAMC advocates and expects integrity in the treatment and behavior of all employees (Standard III.A.4.c). The campus and its leadership have resolved to actively maintain accountability by upholding the College Code of Conduct (Standard III.A.1.d).
- College departments/units have participated in mediation and the College has established a sustainable plan for continued improvement through training of key faculty and staff on mediation, conflict resolution, and conflict prevention.
- Finally, through these systems, the College will continue to assess and evaluate campus climate and effectiveness of collegiality efforts to implement improvements, workshops and training as necessary.

List of Evidence

- 10.1 LAMC Code of Conduct
- 10.2 Academic Senate Agenda and Minutes - 11/7/2013
- 10.3 Accreditation Steering Committee Agenda and Minutes - 5/2013
- 10.4 Collegiality Theme Team Agenda and Minutes
6/26/2013 – Agenda and Minutes
- 10.5 Collegiality and Professionalism Presentation
- 10.6 Flex Day Agenda – August 2013
- 10.7 College Council Retreat Agenda and Minutes – August 2013

- 10.8 Mediation Activities Summary/Report
 - Counseling
 - Child Development
 - Admissions and Records
 - Assessment Center
- 10.9 Southern California Mediation Association Conference Agenda
- 10.10 Academic Senate Agenda and Minutes
- 10.11 Anti-Bullying Pledge
- 10.12 College Council Agenda and Minutes - 12/19/2013
- 10.13 Redacted Incident Reports
- 10.14 Faculty Focus Groups
 - Deep Dialogue Discussions I: Summary, Participant List
 - Deep Dialogue Discussions II: Summary, Participant List
- 10.15 Academic Senate Brown Bag Discussions (link)
- 10.16 Years of Service Recognition
- 10.17 Union Leadership Summit Meetings (Nov 26, 2012; April 29, 2013; May 20, 2013)
- 10.18 Magna Seminar Announcement
- 10.19 Union Workshops
- 10.20 Mediation Services Feedback
- 10.21 Faculty/Staff Training Feedback
 - Southern California Mediation Association Conference
 - Magna Online Seminar on Collegiality from a Positive Perspective
- 10.22 Fall 2013 Faculty/Staff Survey Results on Collegiality

College Recommendation 11

To meet the Standards, the team recommends the college integrate human resources planning into its institutional planning in order to maintain a sufficient number of qualified faculty, staff and administrators to support the college's mission, purposes and programs. (III.A.2; III.A.6)

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.

III.A.6. Human resource planning is integrated with institutional planning...

Progress in Addressing the Recommendation

The College integrates human resources planning into its institutional planning through the following established processes: (1) Program Review (2) Faculty Hiring Prioritization (3) Adjunct Hiring, (4) Administrator Hiring and (5) Classified Hiring. The College uses these processes to help maintain a sufficient number of qualified faculty, staff and administrators to support the College's mission, purpose, and programs.

The College's Mission Statement serves as the foundation for institutional planning, stating that:

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.*

Los Angeles Mission College is committed to maintaining high academic standards, promoting student success, and creating opportunities for life-long learning. LAMC has academic programs for students with varying goals, including transfer to a university, career technical education and basic skills. The College encourages an environment where students can become informed, active citizens through a diverse curricula, and cultural, academic, and creative activities.

Los Angeles Mission College engages in ongoing collegial, self-reflective dialogue, and continuous improvement of student learning and institutional processes. Institutional planning is done through the College's strategic planning goals. Each division program and/or unit develops objectives to meet the college's strategic planning goals. LAMC uses such dialogue and the Program Review process for continued improvement and institutional planning. The College uses program review to evaluate the quality of its programs. This process is integrated with the Budget and Planning Committee to set determine allocation of appropriate resources, including human resources (11.1 PROC Hand Book).

As part of the program review process, the Educational Planning Committee (EPC), Student Support Services Committee, Technology Committee and the Facilities Committee review internal and external data provided by the Office of Institutional Effectiveness to assess whether the programs and services offered by the College support its mission and purpose and address the needs of the student population.

Beginning in spring 2014, Program Review will change from fall to spring with updated program review screens, which include department's goals and objectives, Mission Statement, Staffing, Outreach, Quality and Accessibility of Services, Student Area/Learning Outcomes, Human Resources Planning, Evaluations and Assessments and their interrelationship with the College's strategic planning goals. Faculty department chairs, managers, supervisors, deans and vice presidents are asked to evaluate their individual programs, to include any hiring and/or resource requests. Review by the appropriate Vice President allows each administrator to prioritize the requests from their respective Divisions. The results of the Prioritization are communicated to the Budget and Planning Committee, College Council and the President of the College (11.2 Program Review Planning Process).

The College conducted a Student Support Services Assessment to evaluate the staffing needs in Student Services (11.13 Refer to 7.2 Student Survey). The overall assessment found that: Mission appears to have staffing deficiencies in Admission and Records, Assessment/Matriculation, Athletics, Child Development, Counseling, and International Students. In addition, there may not be a sufficient number of administrators to manage the array of programs and units within the Student Services Division.

This assessment was completed fall 2013 and has provided the College's institutional planning committees (e.g. Budget and Planning, Student Support Services Committee) and the Division of Student Services data that will be used in their resource requests for fall 2014. The steps for resource allocation that are over base budget (not replacements but new positions) are the following:

1. Annual program review unit updates that identify resource needs including staffing
2. Prioritization by the three Divisions of the college
3. Prioritized funding request for next fiscal is submitted to Budget and Planning
4. Budget and Planning rank all requests using metrics that are contained in the Resource Request Rubric for Prioritization
5. Budget and Planning makes recommendations to the College Council.
6. College Council makes recommendations to the President
7. The President approves, modifies, or does not approve College Council recommendations

Hiring Processes

Faculty Hiring Prioritization Process - Full Time Tenured Faculty

Requests for faculty hires must be included within Program Review. In addition to the Program Review Process an application must be submitted to the Faculty Hiring Prioritization Committee (FHPC) (11-3evidence: FHPC Application). The FHPC, under the auspices of the Academic Senate, annually reviews departmental requests for full-time tenured probationary instructional and non-instructional (counselors, librarians) faculty

positions. The FHPC, in conjunction with the Dean of Institutional Effectiveness, ensures accuracy of the data provided and reviews and prioritizes all requests. The FHPC verifies that any request for full time faculty positions is part of the program review prior to considering it for approval. This ensures that academic hiring is integrated with budget and planning and in line with institutional priorities and strategic planning goals. The FHPC ranks these requests so that available resources for faculty hiring can be prioritized (11.3 FHPC Criteria, Ranking Form, and FT Tenure Track Request Forms). The rankings from FHPC are reviewed and approved by the Academic Senate, are forwarded to the Budget and Planning Committee, and in consultation with the President, recommends to the College Council the number of faculty positions to be filled in a given year (11.4. Faculty Hiring Prioritization Charter). This process takes into consideration the attrition and the District's FON requirement.

Adjunct Hiring Process

Prior to the beginning of each academic session, the department chair and supervising academic administrator are responsible for reviewing the staffing of all proposed classes, as per the AFT Faculty Guild contract (11.5 evidence: site that one only). Class offerings for fall, spring, summer and winter intersession are determined by the Vice President of Academic Affairs in consultation with the College Strategic Enrollment Management Plan and the Council of Academic Deans and Department Chairs. The Strategic Enrollment Management Plan is reviewed annually and updated as needed by the Strategic Enrollment Planning Committee (11.6 Strategic Enrollment Plan). Once course offerings are staffed with full time faculty, any remaining available courses will be staffed by adjunct faculty based on the discipline seniority list (evidence: contract language for seniority list; website of seniority lists). If the seniority list is exhausted, or there is no seniority list for the discipline, then the Department Chair, in collaboration with the Vice President of Academic Affairs, is responsible for hiring new adjunct faculty (contract: new adjunct).

Administrator Hiring

If a division determines the need for an administrative hire (academic or classified), requests must be included in the Program Review. The division Vice President prioritizes and ensures that all resource requests are integrated with budget and planning and in line with institutional priorities and strategic planning goals. The Vice Presidents submits the prioritized resource allocation requests using the Budget and Planning "Resource Request Rubric for Prioritization" (11.7 Resource Requests Rubric for Prioritization). This rubric outlines the metrics and supporting data necessary for Budget and Planning to make resource allocations. The criteria include 6 elements:

1. Is this position or equipment new or is it a replacement?
2. Is this position or equipment needed to satisfy a mandate, safety or accreditation requirement, or a workload distribution (position only)?
3. What are the on-going costs associated with this position?
4. How does this request meet college strategic goals and program/unit objectives?
5. How will this request meet SLOS and/or SAOs in your department, program or unit?
6. How will this request assist the college to meet student achievement benchmarks?

All division rankings are reviewed, prioritized and approved by the Budget and Planning Committee who forwards their recommendations to the College Council. College Council forwards these recommendations to the College President for final approval.

Upon campus approval, to fill a senior classified administrative position, the College will submit a request for a certified listing of the senior classified administrative position to the Personnel Commission (11.8 What is the Personnel Commission). The College President, or designated administrator, will review the unranked alphabetical listing of persons who have been found qualified for the administrative position as determined by the District Chancellor and Personnel Commission (11.9 Personnel Commission Rule 519). The College President, or designated administrator, reviews application materials, and selects three or more persons on the listing to interview. After the interviews are conducted, one person is selected to fill the position. The College's Personnel Office will complete the appropriate paperwork and forward the packet to the Personnel Commission for processing.

Classified Staff Hiring

Individual departments or areas may request a classified position through Program Review, including Classified Management positions (11.9 Classified Staffing Request). If a division determines the need for a classified hire, the division Vice President prioritizes and ensures that all resource requests are integrated with budget and planning and in line with institutional priorities and strategic planning goals. The Vice Presidents submits the prioritized resource allocation requests using the Budget and Planning "Resource Request Rubric for Prioritization" (11.8 Resource Requests Rubric for Prioritization).

Once Budget and Planning recommend the ranking of classified staff it is sent to the College Council for review. The College Council recommends classified staff hiring that is over base for the next fiscal year to the President for approval, modification or non-approval. Once approved by the President, requests are submitted to the Personnel Commission detailing the duties for any newly created positions. The Personnel Commission reviews the form to ensure that all of the expected duties are clearly defined and fall within their respective job classifications for both newly created and replacement hires (11.11 What is the Personnel Commission). Once approval to hire is received by the Personnel Commission, an eligibility list is sent to the campus personnel office. All eligible candidates in the first three rankings of certified scores who accept the offer of an interview shall be interviewed (11.12 Personnel Commission Rule 635). After the interviews are conducted, one person is selected to fill the position. The College's Personnel Office will complete the appropriate paperwork and forward the packet to the Personnel Commission for processing. The Personnel Commission audits the College's hiring and interview process to ensure that all interview requirements were followed prior to the final offer being made to the candidate.

The LACCD Personnel Commission is responsible for developing and enforcing rules and regulations (as required by action of the California State legislature, provisions of the Education Code, and other applicable laws) 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. The Commission publishes duties, responsibilities, and qualifications for all classified staff positions on its website and lists open positions in weekly job announcement bulletins (11.10 Personnel Commission Website).

Next Steps

The Human Resource planning and recommendations for hiring of FT faculty, adjuncts, classified staff and administrators will be completed by March 30. These human resource requests will go the district as part of the College's FY 14-15 budget.

Conclusion

The College has fully resolved this recommendation.

The College has integrated human resources planning into its institutional planning processes beginning with the Program Review process, Faculty Hiring Prioritization Committee and the Strategic Enrollment Management Committee. Recommendations are reviewed by the Budget and Planning Committee, College Council and approved by the College President, who makes decisions based on these institutional planning processes that integrate human resource planning with resource allocation decisions (III.A.6).

These integrated planning processes support institutional planning to ensure the College works to maintain a sufficient number of qualified faculty, staff and administrators to adequately support the College's mission, values and programs (III.A.2).

List of Evidence

- 11.1 PROC Hand Book
- 11.2 Program Review Planning Process
- 11.3 FHPC Criteria, Ranking Form, and FT Tenure Track Request Forms
- 11.4 Faculty Hiring Prioritization Charter
- 11.5 Evidence: site that one only
- 11.6 Strategic Enrollment Plan
- 11.7 Resource Requests Rubric for Prioritization
- 11.8 What is the Personnel Commission
- 11.9 Classified Staffing Request
- 11.10 Personnel Commission Website
- 11.11 Refer to 11.8
- 11.12 Personnel Commission Rule 635
- 11.13 Refer to 7.2

College Recommendation 12

To improve its established budget development practices, the team recommends the college determine the cost of maintaining and periodically replacing the technology acquired through grant funding and factor those costs into their planning and budgeting process. (III.C.1.c; III.C.2; III.D.1.d)

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

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.

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.

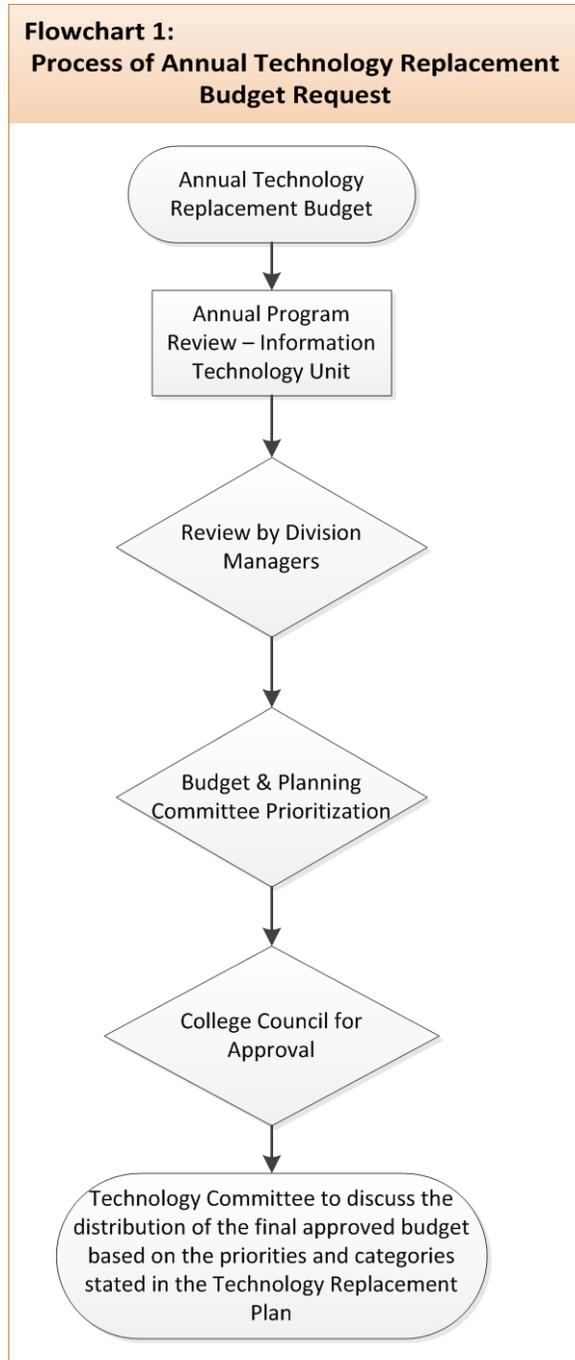
Progress for Addressing the Recommendation

In the fall of 2013 the Vice President of Administrative Services and the Information Technology (IT) Manager conducted a campus-wide technology assessment, determined the cost of maintaining and replacing the technology the College has acquired through grant funding, and developed a draft Technology Replacement Plan. During the development of the plan, the Vice President of Administrative Services and the IT Manager received guidance and recommendations from the Accreditation Steering Committee (ASC) leadership (12.1).

The Technology Replacement Plan is a five year plan which includes a comprehensive set of budgetary recommendations for technology that is acquired through both grant funding and the College's general fund (12.2).

Technology requires continuous upgrades and changes to support student learning and business continuity. The Technology Replacement Plan lists the replacement cycle for both hardware and software, beginning with the date of first installation, and is primarily driven by the vendor's product roadmap and technical support guidelines. The Plan also includes the long-term costs to maintain, upgrade, and support the College's technology infrastructure over time (12.3).

The annual technology replacement budget, as outlined in the new Plan, will be requested through the program review process under the Information Technology unit beginning in spring 2014. The requests will follow the shared governance process of over base budget allocation. The Technology Replacement Plan will guide the Technology Committee in the distribution of the allocation of funds. If funds are limited, the distribution will be based on the criteria and priorities stated in the Technology Replacement Plan (12.4). The following flowchart demonstrates the process of the annual technology replacement budget request.



The Technology Replacement Plan is a living document (12.5), which will be reviewed annually to maintain currency and effectiveness and to ensure the technological health of the College. The Technology Committee will schedule a systematic review of the Technology Replacement Plan each fall to review the equipment, evaluate the progress the College has made since the last review, and make budgetary recommendations to the Plan. Revisions to the Technology Replacement Plan will be based on the review and evaluation completed by the Technology Committee. Opportunities for improvement will focus on maintaining an effective balance

between the resources available and the needs of the campus and on placing instruction and supporting student success activities as the primary goals.

Benefits expected from the scheduled replacement plan include:

- Budgetary predictability
- Less disruption to teaching and learning
- Systematic annual technology budget allocation
- Ongoing replacement funds appearing as part of each year's budget request
- Improved IT infrastructure, organization, and support
- Reductions of computer upgrading and repair requests

Conclusion

The College has fully resolved this recommendation.

The College has implemented the long-term Technology Replacement Plan to ensure that the cost of maintaining and replacing technology is embedded in the planning and budget processes, including technology received through grant funding. The Plan was approved by the Technology Committee on October 31, 2013 (12.6) and College Council on November 21, 2013 (12.7).

Los Angeles Mission College is committed to the use of the Technology Replacement Plan as a sustainable process for evaluating the infrastructure and funding for technology to ensure that the College systematically plans, maintains, and upgrades or replaces technology and equipment (III.C.1.c; III.C.2).

The College has integrated this plan into the shared governance process and will review the plan annually to evaluate technology resources. The Plan is an integral part of institutional planning and annual review and will be used as a basis for improvement to meet the changing needs of the College (III.C.2; III.D.1.d).

List of Evidence

- 12.1 Meeting Summaries
- 12.2 Technology Replacement Plan
- 12.3 Technology Replacement Plan – Page 5
- 12.4 Technology Replacement Plan – Page 1.B
- 12.5 Technology Replacement Plan – Page 2.H
- 12.6 Technology Committee Minutes - 10/31/2013
- 12.7 College Council Minutes - 11/21/2013

College Recommendation 13

To meet the Standards, the team recommends the college provide appropriate training to staff on the proper documentation procedures identified in the audit for: “To Be Arranged” (TBA) courses, eligibility verification for college categorical programs, and verification of census reporting documents. The college also must establish internal controls to ensure that audit findings are resolved prior to the subsequent audit. (III.D.2.a, III.D.2.d, III.D.2.e)

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Progress in Addressing the Recommendation

During the November 2012 audit, conducted by Vazquez and Associates on behalf of the LACCD, three audit exceptions were identified (13.1). The three audit exceptions were as follows:

1. Thirteen courses at LAMC were published in the schedule of classes without information as to the To Be Arranged (TBA) hour requirement. (Audit report—page 14)
2. In the Disabled Student Program and Services (DSP&S) there were students who did not have verification of disability, educational limitation assessment on file and documentation that services were provided. (Audit report—page 16).
3. There were 8 class sections that either could not be located or were not audited because the census rosters were not properly completed (Audit report—page 7)

Corrective action for each of these audit exceptions was implemented, to include established internal controls, prior to the June 30, 2013 Schedule of State Findings and Recommendations report by LACCD (13.2).

1. TBA Courses

According to the California Community College Contracted District Audit Manual, some courses with regularly-scheduled hours of instruction may have “hours to be arranged” (TBA) as part of the total contact hours for the course (13.3). Calculating FTES for the TBA portion of such courses uses an alternative method of the Weekly or Daily Census Attendance Accounting Procedure pursuant to CCR, Title 5, Sections 58003.1(b) and (c) respectively. Counting TBA hours for FTES is not an option for credit courses to which the Weekly or Daily Attendance Accounting Procedure pursuant to CCR, Title 5, Section 58003.1(f) applies (e.g., Distance Education courses not computed using other attendance accounting procedures, Independent Study courses, and Cooperative-Work Experience education courses).

The Manual suggests the following audit procedures:

- a) Determine that a clear description of the course, including the number of TBA hours required, is published in the official schedule of classes or addenda thereto.
- b) Determine that specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion in the class syllabus or other document.
- c) Determine apportionment and attendance record compliance as of census date by reviewing supporting documentation such as the attendance roster (13.4).

The Vice President of Academic Affairs identified the fall 2013 WSCH (Weekly Student Contact Hours) course sections that were scheduled with a TBA designation (13.5).

On October 2, 2013, Ms. Cathy Iyemura of the LACCD Attendance Accounting and Reporting Systems Office to conduct a training session for the College's Council of Instruction (COI), Admissions and Records representatives, and the Academic Scheduling staff members (13.6). A follow-up meeting was scheduled with the Vice President of Academic Affairs on November 12, 2013, to establish a system to ensure that TBA hours are clearly published and that the process is in accordance with the District Audit Manual. The procedure was shared with the Academic Scheduling staff members, whom bear the primary responsibility for implementing them (13.7).

Attendance Documentation

- TBA contact hours in credit courses which meet conterminously with the primary term (Weekly Student Contact Hour procedure) shall be scheduled the same number of hours each week of the term.
- The required TBA hours for weekly census classes shall be completed each week for the duration.
- WSCH TBA hours shall be documented and maintained by the Admissions and Records Office.
- The Course Outline of Record (COR) shall reflect the appropriate TBA information before the class is scheduled.
- During the fall and spring semesters, the Admissions and Records Office shall forward that list to the Academic Affairs Scheduling Office to review the list and confirm accuracy of the schedules.
- The Office of Academic Affairs will determine what system of attendance documentation is appropriate for each course section.
- Deans within the Office of Academic Affairs will ensure that instructors are apprised of the proper accounting method and that those records are accurate, properly maintained and stored for a minimum of one year. Records shall include the following:
 1. Documentation that students were informed in a timely fashion of their individual TBA schedule and responsibility to adhere to that schedule, and substantiating that students are under the immediate supervision of the appropriate College employee

2. Documentation of each student’s participation in TBA schedules or documentation of each student’s hours per week for the entire term
3. Collecting documentation at Census or collecting documentation at the end of the term.

The Office of Academic Affairs is also responsible to ensure that faculty meet the State Minimum Qualifications for the discipline being taught, monitor the evaluation of the TBA work completed by students to ensure that the TBA hours are not being utilized for homework and verify that TBA courses include the required addendum, number of TBA hours and specific instructional activities and learning outcomes in the COR (13.8).

2. Eligibility Verification for Categorical Programs

Based on the audit findings for DSPS and EOPS/CARE, *Table A* summarizes the information about the corrective action plans, internal controls and trainings that have been completed for each of these areas.

Table A

Categorical Program	Eligibility Verification Audit Exception	Corrective Action Plan	Training
DSPS	Establishment of a procedure to ensure that all students receiving services have met eligibility.	Established a checklist for DSPS faculty and staff to verify eligibility requirements are met and completed as follows (13.9): <ol style="list-style-type: none"> 1. Application for Services 2. The <i>Release of Information</i> form 3. Educational Limitations Form 4. A Student Educational Contract to include Verification of Disability Status and Authorized Services (3.10 for 1 – 4 above) 	Training conducted on the use of the established Checklist to verify eligibility documentation in the student file once per semester (13.11).
EOPS/CARE	Insufficient documentation identified in a minimal number of files. Recommended staff training.	Established a common system to improve the documentation of the student files with the following: <ul style="list-style-type: none"> • Common labeling for telephone calls and correspondence • Rubber stamps to clearly identify students’ first, second, and third appointments (13.12). 	Training conducted at the 2012 Annual Staff Retreat on the common system established to improve documentation of the student files (13.13).

Disabled Student Programs and Services (DSP&S)

DSPS utilizes a Student File Checklist to ensure that all eligibility documentation has been verified by the DSPS Faculty and Staff. Training has been provided through team/staff meetings to ensure proper use of the established checklist. Any eligibility-related questions are discussed during the team meetings, held twice per month.

Title V requires an annual internal audit of DSPS students reported in the College's Management Information System (MIS) (13.14).

To ensure compliance of eligibility and establish internal controls, DSP&S staff has reviewed MIS reported student files at the end of each semester to ensure students have all the proper documentation, as listed in Table A, Corrective Action Plan. If a file was missing required documentation, the DSPS Director was notified and an action plan to correct the omission was implemented.

Since all DSPS office personnel will be trained on use of the checklist, beginning with the spring 2014 term, review of MIS reported student files will occur twice each semester at their team/staff meetings. Any files with identified missing documentation can be discussed and corrected without any delay; further strengthening review and establishing a sustainable process that allows for multiple reviewers to verify proper documentation.

Extended Opportunity Program and Services and CARE

EOP&S/CARE follows a standardized process to ensure proper eligibility verification for each student. EOP&S/CARE staff is trained and updated during monthly staff meetings, as needed for corrective measures, including individualized supervision with the Director and/or other appropriate staff to ensure that proper process and documentation policies are followed. EOP&S/CARE permanent staff reviews files to approve applications, monitor for eligibility, ensure accurate maintenance of records and data information (including MIS updating).

EOP&S/CARE students have three required application forms and two self-certification forms, as applicable (13.15). At the end of each semester, student files are reviewed to verify adherence to the EOP&S/CARE Mutual Responsibility Contract. Students must meet the following criteria:

1. Residence status
2. Attendance of three appointments with the EOPS/CARE counselor during each semester
3. Enrollment in 12 units or more in the subsequent semester
4. Adherence to the established Student Educational Plan
5. Less than 70 degree-applicable units completed

During the audit, two of 20 student files did not meet the student contract requirements of attending three counseling appointments each semester. To establish internal controls, during the second month of each semester the MIS Technician provides the EOP&S/CARE director a list of students that have not met compliance with the three counseling appointments. The director provides this list to all staff to make follow up phone calls to remind the students to schedule a second or third appointment with a counselor. If the director is not available, the MIS Technician is responsible to disseminate the information to the rest of the staff.

3. Census Reporting

Attendance Accounting is the basis for state apportionment funding and is subject to annual audits performed by the State of California. As a result of a full scope audit during the 2011-12 academic year, it was recommended that the College strengthen its control processes to:

- Help ensure that FTES are adequately supported, accurate, and complete in accordance with LACCD Board Policy (13.16).
- Ensure that census rosters, mandatory exclusion rosters and other supporting documentation is properly retained pursuant to Administrative Regulation 13 (13.17).

To establish internal controls, the fall 2012 Census Roster cover memorandum was revised and distributed to provide more detailed instructions for faculty (13.18). The Admissions and Records (A&R) Senior Supervisor or designee, was placed on the monthly Council of Instruction agenda to provide training on accurate roster maintenance and updates on missing Rosters (13.19, 13.20). The updated information was also presented at the Faculty Academy and Flex Day (13.21). The Admissions and Records Office agreed to vigilantly review Census Rosters for accuracy and completeness upon receipt and report any incomplete or missing Census Rosters to Department Chairs (1/29/14 Draft Report). Lack of response by Department Chairs would result in A&R forwarding the information to the appropriate Academic Affairs Administrator for follow-up.

On July 18, 2013, Administrative Regulation E-13 was revised to terminate use of paper Census Rosters (13.22, 13.23). As a result of the established collaborative process with Academic Affairs and the implementation of electronic Census rosters, a limited scope state audit conducted for the 2012-13 academic year resulted in zero findings. The College was 100 percent compliant in its maintenance of accurate attendance accounting records (13.24).

Conclusion

The College has fully resolved this recommendation.

The College has provided the appropriate training of staff on the proper documentation procedures identified in the audit for TBA courses, eligibility verification of categorical programs and census reporting documents.

The College has implemented internal controls to resolve past audit findings and established ongoing sustainable processes to prevent recurring audit findings in subsequent reviews (III.D.2.e).

Listing of Evidence

- 13.1 Audit Report
- 13.2 Schedule of State Findings and Recommendations
- 13.3 California Community College Contracted District Audit Manual
- 13.4 Sample Attendance Roster
- 13.5 Email from Cathy on 2013 WSCH that had TBA Designation

- 13.6 Iyemura's Training Minutes & Video
- 13.7 Memo on TBA Procedures
- 13.8 Min qualifications link; Procedures Memo; COR addendum and sample recording structure for TBA
- 13.9 DSPS Student File Checklist
- 13.10 An Application for DSPS Services, A Release of Information, A Verification of Disability Status and Identification of Educational Limitations, A Student Educational Contract An Educational Accommodations, Support Services, and Documentation of Service Delivery Form
- 13.11 Staff Training on the Use of the Established Checklist
- 13.12 System to Improve the Documentation of Student Files
- 13.13 Annual Staff Retreat Agenda and Minutes - 6/27/13
- 13.14 Title V State Regulations for DSPS Programs
- 13.15 EOP&S/CARE Application, EOP&S Student Educational Plan, EOP&S Mutual Responsibility Contract (MRC), Self-Certification 1st Generation College Student, and Self-Certification Non-Native Speaker
- 13.16 Board Rule #
- 13.17 Administrative Regulation E-13
- 13.18 Revised Memo
- 13.19 Updates to Department Chairs
- 13.20 Council of Instruction Agenda and Minutes – XX/XX/XXXX
- 13.21 Agendas for Faculty Academy and Flex Day 2013
- 13.22 Refer to 13.17
- 13.23 Sample Paper Census Roster
- 13.24 Exclusion Roster Return Rates

College Recommendation 14

To meet the Standards, the team recommends the college undertake an evaluation of its collegial governance and decision making processes, as well as the overall effectiveness of the current administrative structure, and that it widely communicate the results of these evaluations and uses them as the basis of improvement. (IV.A.5, IV.B.2.a)

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 these evaluations and uses them as the basis for improvement.

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.

Progress in Addressing the Recommendation

In the fall of 2013, an evaluation of LAMC's collegial governance and decision making processes, as well as the overall effectiveness of the current administrative structure, was conducted. The results of the evaluation are available to the college community and will be used for institutional improvement.

At the College Council Retreat in fall 2013, College Council approved transitioning the Shared Governance Task Force into the Shared Governance Oversight Committee (SGOC), a permanent sub-committee of College Council. The membership includes two faculty members, one administrator, and two classified staff members, who are each appointed by the appropriate constituency leadership. The SGOC charter was updated and approved at the November 2013 College Council Meeting (14.1, 14.2).

The SGOC meets monthly to ensure that all committees are abiding by their charter, are aligned with the College mission, and are actively participating in the process of planning and decision-making. The committee is charged with evaluating the effectiveness of the overall shared governance process, and confirms that the committees are working to meet their identified goals/objectives.

At the end of the spring term each shared governance committee completes an annual self-evaluation. The SGOC reviews each committee's evaluation and makes recommendations for improvement, which is presented for review by College Council. Each shared governance committee member is responsible for disseminating the information from College Council to his/her respective committees and for ensuring that the shared governance committee responds to any recommendations by the following spring semester. The self-evaluations and recommendations are posted on the SGOC website for campus-wide review (14.3, 14.4).

In addition, the College has created the Program Review Oversight Committee (PROC) that serves to provide systematic structure and guidelines to review and evaluate the quality of programs and units in each college division (14.5, 14.6). PROC ensures there is a meaningful

linkage between program/unit planning and the shared governance process (see Recommendation 6 for program review flowchart to shared governance).

Prior to the March 2013 accreditation team visit, one challenge the College faced was the lack of consistent administrative staffing in Academic Affairs. By the time of the visit, the College had filled the position of the Vice President of Academic Affairs, but still lacked administrative staffing in other key positions, including vacancies in the Dean of Institutional Effectiveness and one of two Deans of Academic Affairs. The following summer, the existing Dean of Academic Affairs took a position at a sister college, creating another vacancy. After two attempts to hire two full-time Deans of Academic Affairs, the College was able to hire one Interim Dean in February 2014 and has initiated the search for the other vacant position. The College expects to fill this vacancy by fall 2014.

The College hired the Dean of Institutional Effectiveness in May of 2013 and a Research Analyst in January of 2014. The hiring of the Dean of Institutional Effectiveness has had an immediate impact on the ability of the College to address data collection and analysis/evaluation of processes. In addition, this hire has been integral in providing the immediate support necessary to incorporate data into the decision-making processes of the College. To further support data-driven decision-making, the Research Analyst has strengthened the College's ability to provide immediate access to statistical information through data analysis (see Recommendation 3 for more detail about the Dean of Institutional Effectiveness).

Fall 2013 Faculty/Staff Survey

In the fall of 2013, LAMC conducted a faculty/staff survey to evaluate a number of practices related to institutional effectiveness. The Fall 2013 faculty/staff survey provided information for the evaluation of collegial governance, decision-making processes and the effectiveness of the administrative structure. In addition, results from the survey sections on Student Support Services and Programs; Library/LRC; Technology, Financial, and Physical Resources; and Human Resources have provided the college with information about the effectiveness of the administrative structures for these services.

Of the College's 491 employees, 133 (28 percent) responded to the survey. Fifty-eight percent of respondents were faculty (both full-time and adjunct) and 37 percent were classified employees. Over one-fourth of respondents held department or program leadership positions. The survey was administered during the last two weeks of class (immediately before winter break), which may have had an impact on the response rate, particularly among adjunct faculty. Therefore, going forward, the College will administer the survey annually in November.

	Number of Employees	Number of Survey Responses	% of Survey Respondents
Full-Time Faculty	88	42	32%
Adjunct Faculty	248	35	26%
Classified Staff	146	49	37%
Administrators	9	7	5%
TOTAL	491	133	100%

Most survey questions consisted of a statement about a College practice followed by a five-point scale of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree) with a “Not Applicable” choice for each item. For each statement, the percentage of respondents who agreed or strongly agreed was compared with the percentage of respondents who disagreed or strongly disagreed in a ratio. For example, a comparatively high ratio of 8:1 means that eight respondents agreed with that statement for every respondent that disagreed with it. This indicates a very favorable overall opinion of the associated College practice. On the other hand, a comparatively low ratio of 3:1 or lower (where 3 or fewer respondents agreed with the statement for every respondent who disagreed) denotes a much less favorable overall perception of the associated College practice.

SURVEY SECTION: Institutional Effectiveness and Planning (14.7).

Survey items related to institutional effectiveness and planning were evaluated as follows:

Comparatively High Ratios

Item #	Survey Item
2	Institutional planning results in on-going, self- reflective continuous improvement.
3	Program reviews are integrated into the overall institutional evaluation and planning process

Comparatively Low Ratios

Item #	Survey Item
6	The College planning and resource allocation process is clearly defined.
7	The college’s planning and resource allocation adequately addresses the needs of my department or unit.
9	I have a voice in the College’s planning processes.

The results with comparatively high ratios confirm that faculty and staff deem the College has integrated Program Review within the decision-making and evaluation processes and that institutional planning and decision-making is systematic. The results with comparatively low ratios demonstrate a need to improve communication about existing processes within the planning and resource allocation procedures.

SURVEY SECTION: Governance and Leadership (14.8).

Items within the survey related to governance and leadership were evaluated as follows:

Comparatively High Ratios

Item #	Survey Item
1	Faculty have an appropriate level of participation in governing, planning, budgeting and policy making bodies.
4	Administration has an appropriate level of participation in governing, planning, budgeting and policy making bodies.
9	The College President communicates effectively with the constituencies within the College.

Comparatively Low Ratio

Item #	Survey Item
3	Students have an appropriate level of participation in governing, planning, budgeting and policy-making bodies.

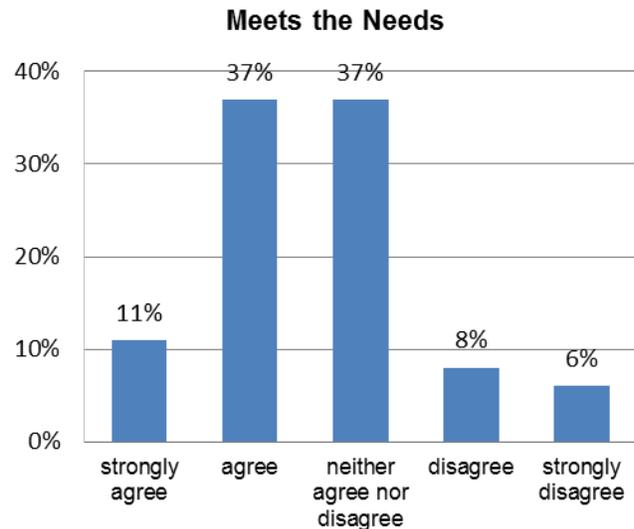
The results with comparatively high ratios confirm that faculty and administration have appropriate levels of participation within the shared governance and planning processes.

The item with a comparatively low ratio demonstrates a need to improve student participation within the shared governance and planning processes. The College will resolve to support the ASO and encourage education of the shared governance and decision-making process and their role within these.

Question 8 of the Governance and Leadership Section of the Faculty/Staff Survey asked respondents whether “The current administrative structure at LAMC effectively meets the needs of the College.” About half (48 percent) of respondents agreed or strongly agreed. However, more than one-third (37 percent) of respondents neither agreed nor disagreed, suggesting that faculty and staff may not be familiar with the current administrative structure. Based on these findings, the College will communicate the administrative structure to the campus-wide community more effectively, through:

- Defining the respective roles and responsibilities of Academic Affairs, Student Services, and Administrative Services;
- Explaining how these divisions are structured to support institutional effectiveness;
- Describing how each division participates within the integrated planning and shared governance processes.

SURVEY SECTION: Student Support Services and Programs (14.9).



Items within the survey related to administrative structure and specific services within Human Resources and Student Support Services and Programs were evaluated as follows:

1. Human Resources

Comparatively High Ratio

Item #	Survey Item
6	Human Resources develop policies and procedures that are clearly written.

Comparatively Low Ratios

Item #	Survey Item
2	LAMC has a coherent and effective method for evaluating the skills of its personnel in leadership positions.
5	There are a sufficient number of administrators to support the College's mission and purpose.
8	The current hiring process ensures the recruitment of qualified faculty and staff.

These results reveal that although there is an overall satisfaction with the administrative structure, the comparatively low rating for the evaluation of leadership positions and the recruitment of qualified faculty and staff indicate that there is a lack of understanding of the role of the Personnel Commission in the evaluation and hiring processes. In addition, the survey results reveal that the current administrative staffing levels in Academic Affairs and Student Services may still not be sufficient despite the hiring of two administrators and one research analyst since the ACCJC action letter in June 2013. Administrative, Faculty and Classified hiring needs are currently being addressed through the 2014-15 Program Review requests and Budget and Planning Committee Resource Allocation Process.

2. Student Support Services and Programs

Student support services and programs were rated on a four-point scale of "Very Effective", "Effective", "Somewhat Effective", and "Not At All Effective". "Not Applicable" was also available as a choice for each item.

Nineteen out of 21 student services received an average rating of "effective" or "very effective". The services which received a lower average rating of "somewhat effective" were:

- Counseling Office (rated "Not At All Effective" by 10 percent of respondents);
- Student Activities/Organizations (rated "Not At All Effective" by 7 percent of respondents).

Only six in ten faculty and staff agreed or strongly agreed that "The College provides sufficient student support services to meet student educational needs." This result, together

with many of the comments that accompanied it, reinforces the evaluation team's findings that led to Recommendation 7, which the College is working to resolve.

Based on above-mentioned data from the Fall 2013 Faculty/Staff Survey as well as on data from the Fall 2013 Student Survey, Point of Service Surveys, and the Mission Learning Report, the College will develop strategies for continuous improvement in collegial governance, decision-making processes and administrative structure. The results of the Faculty/Staff and Student Surveys are available to the campus community, as they are posted on the College website. The College plans to administer both the Faculty/Staff Survey and the Student Survey annually going forward.

Next Steps

1. A town hall meeting is scheduled for March 18 to communicate the results of the Faculty/Staff and Student Surveys to the campus community.
2. At the May College Council Meeting, the committee will review the Mission Learning Report to identify and adopt institutional actions for improvement. The report includes the results of learning outcome assessments and the institutional effectiveness measures used to meet the student achievement standards identified in the College's Strategic Plan.
3. The College will begin implementation of the institutional actions for improvement adopted at the May retreat and continue these actions through the fall 2014 term.
4. A link to the web page that diagrams and explains the College Administrative Structure and Status, as well as *Campus Highlights and Scheduled Events*, will be made available and posted on the LAMC homepage.
5. By summer 2014, SGOC will review the Shared Governance Handbook to revise and improve the shared governance process as necessary.
6. Student Services, in collaboration with the Director of Student Activities, will:
 - Conduct focus groups with students during the spring of 2014;
 - Reinstate the leadership class or create a leadership workshop for ASO leaders;
 - Continue leadership workshops for the ASO governance, representatives and club advisors;
 - Ensure that the Director of Student Activities has developed well-defined objectives related to ASO participation in shared governance.

Conclusion

The College will have fully resolved this recommendation by the end of the spring 2015 semester.

Through the institutionalization of SGOC and the creation of PROC, the College evaluates its collegial governance and decision-making processes. Campus-wide surveys are tools utilized to

further support the assessment of collegial governance and decision-making processes. All evaluations and survey results are used as a basis for improvement and are posted and available to the campus community (IV.A.5).

The College recognizes that vacancies in the administrative structure hinder the ability to efficiently manage the mission of the College. LAMC is committed to filling replacement positions in the Office of Academic Affairs. Using the results of the assessment of the student service areas (see Recommendation 7) and Program Review, the College will prioritize administrative and classified hiring to meet the identified needs through its planning processes while recognizing and exercising fiscal responsibility (IV.B.2.a).

List of Evidence

- 14.1 SGOC Charter
- 14.2 College Council Minutes – 11/13/2013
- 14.3 SGOC website
- 14.4 College Council Minutes
- 14.5 PROC Charter
- 14.6 College Council Minutes – Spring 2013
- 14.7 Fall 2013 Faculty/Staff Survey Results, pages 22-29
- 14.8 Fall 2013 Faculty/Staff Survey Results, pages 30-35
- 14.9 Fall 2013 Faculty/Staff Survey Results, pages 46-80